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ASSOCIATION FOR  
EDUCATIONAL  
COMMUNICATIONS &  
TECHNOLOGY

## Welcome to Kansas City

# WELCOME TO KANSAS CITY AND THE 2018 AECT INTERNATIONAL CONVENTION!

Learning for All, the theme for this year's convention, highlights the value of this meeting for us--learning from our peers and from experts in the field, with a special focus on underrepresented groups. We hope the convention theme continues to impact your work throughout the year.

AECT, the Association for Educational Communications and Technology, seeks to be the leading international organization in educational technology, the organization to which others refer for best practices and research. Over the past year, we've made significant effort to promote scholarship, best practices, and leadership in the creation, use, and management of technologies for effective teaching and learning.

For this convention we received proposals from around the globe. The presenters will challenge our assumptions and beliefs, and will inform and offer fresh ideas and reflections on established values. We encourage you to explore different aspects of educational technology, learning, and instructional design, all shared here in our convention.

From a selection process driven by our membership, we've designed a rich program, including special and presidential sessions, concurrent presentations, panel discussions, poster sessions and roundtables. The choices are many with over 500 concurrent sessions, 27 workshops, and one keynote. The schedule also includes receptions, division and committee meetings, and informal opportunities to connect and network with colleagues and new friends around the world.

Breakfast with Champions will be held at 7:30 Thursday morning. This is a great opportunity for meeting the leaders in the field. The 8th annual Fun Run/Walk occurs on Thursday morning. Special sessions and services this year include a rest and coffee area, and the Job Placement Center.

All new participants in the convention are encouraged to attend the First Timers Orientation on Tuesday afternoon. More information about these elements of the program can be found here in the program or through the online schedule.

We have one keynote speaker this year. On Wednesday afternoon, Dr. Jeffrey Buller, a widely recognized expert in higher education leadership, will speak about how to work with various personality types to get things done. He is a popular and engaging speaker at events around the country.

Friday's final General Session will focus on AECT, including organization business, updates on strategic planning, awards and special recognitions, and we'll hear from our candidates for President.

Finally, we must thank the division and affiliate planners who have spent countless hours preparing for this event! Special thanks also go to Larry Vernon, AECT Electronic Services Director; Lois Freeland, Convention Consultant/Event Coordinator; and Dalinda Bond, Convention Scheduler and Volunteer Coordinator, and Phil Harris, AECT Executive Director for their tireless support. We hope that everyone enjoys our gathering in Kansas City!



**Trey Martindale**  
Mississippi State University  
International Convention Chair



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

## Breakfast with Champions



*Thursday, October 25, 2018  
7:30 am to 8:45 am  
Muehlebach, Imperial Ballroom*

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	Tristan Johnson
MJ Bishop	Eugene Kowch
Curt Bonk	Barbara Lockee
Rob Branch	Chris Miller
Ali Carr-Chellman	Joi Moore
Marc Childress	Kay Persichitte
Xun Ge	Tom Reeves
Andy Gibbons	Robert Reiser
Michael Grant	Mike Spector
Steve Harmon	Monica Tracy
Chuck Hodges	Patricia Young
Brad Hokanson	George Veletsianos
Dirk Ifenthaler	David Wiley
Christine Sorensen Irvine	

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



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## Meet the Candidates

### RUNNING FOR PRESIDENT-ELECT AECT BOARD OF DIRECTORS



**Xun Ge**

University of Oklahoma  
Professor  
Department of Psychology



**Christine Sorensen Irvine**

University of Hawaii  
Professor  
College of Education



**Joi Moore**

University of Missouri  
Professor  
School of Information Science  
& Learning Technologies

### YOUR GUIDE TO KANSAS CITY'S RESTAURANTS

Downtown Kansas City is a dynamic, nine-block neighborhood featuring a variety of local, regional and national restaurants, shops, entertainment venues, and nightlife. Surrounded by landmarks and entertainment icons like the Kauffman Center for the Performing Arts, the Crossroads Arts District and more!

#### Power & Light District

##### Dinning and Drink Establishments:

(For additional restaurants, drink and entertainment establishments visit:

<http://www.powerandlightdistrict.com/eat-and-drink?filter=Dining>)

#### Bar Louie

Eat. Drink. Be Happy!

101 E 14th Street  
Kansas City, MO 64105

(816) 841-9100

[www.barlouie.com](http://www.barlouie.com)

Hours:

Monday – Sunday: 11AM - 2AM

#### Bristol Seafood Grill

Premium Seafood, Prime Steaks & Impressive Wines

51 E 14th Street  
Kansas City, MO 64106

(816) 448-6007

[www.bristolseafoodgrill.com](http://www.bristolseafoodgrill.com)

Hours:

Monday – Thursday 11AM - 10PM

Friday – Saturday 11AM - 11PM

Sunday 10AM - 9PM

#### Chesterfield

Drinks, Music and a Bit of mischief!

1400 Main Street  
Kansas City, MO 64105

(816) 474-4545

[www.thechesterfieldbar.com](http://www.thechesterfieldbar.com)

Hours:

Mon. – Wed. 4PM - 11:30PM

Thursday 4PM - 2AM

Friday 12PM - 2AM

Saturday 12PM - 3AM

Sunday 12PM - 2AM

#### Chipotle

The Business of Good Food

370 Walnut  
Kansas City, MO 64105

(816) 421-4342

[www.chipotle.com](http://www.chipotle.com)

Hours: Mon – Sun 10:45AM - 10PM

#### 801 Chophouse

Elegant. Energetic. Fun. Delicious.

71 E 14th Street  
Kansas City, MO 64105

(816) 994-8800

[www.801chophouse.com](http://www.801chophouse.com)

Hours:

Monday – Thursday 4PM - 10PM

Friday – Saturday 4PM - 11PM

Sunday 4PM - 9PM

**OTHER LOCAL DOWNTOWN RESTAURANTS IN KANSAS CITY****Cleaver & Cork**

Fine Food & Hooch  
1333 Walnut Street  
Kansas City, MO 64106  
(816) 541-3484  
<https://bit.ly/cleavercorksignup>

## Hours:

Monday – Saturday 4PM - 3AM

**County Road Ice House**

Smoked Meats and Ice-Cold Beer  
100 E. 14th Street  
Kansas City, MO 64105  
(816) 399-4967  
[www.countyroadicehouse.com](http://www.countyroadicehouse.com)

## Hours:

Monday – Thursday 11AM - 10PM  
Friday – Saturday 11AM - 2AM  
Sunday 11AM - 10PM

**Drunken Fish**

A Modern Japanese Restaurant  
14 East 14th Street  
Kansas City, MO 64106  
(816) 474-7177  
[www.drunkenfish.com](http://www.drunkenfish.com)

## Hours:

Monday – Wednesday 11AM - 10PM  
Thursday 11AM - 11PM  
Friday – Saturday 11AM - 1:30AM  
Sunday 4PM - 10PM

**The Dubliner**

A Little Slice of Ireland in Downtown Kansas City  
70 E 14th Street  
Kansas City, MO 64106  
(816) 268-4700  
[www.thedublinerkc.com](http://www.thedublinerkc.com)

## Hours:

Tuesday – Thursday 11AM - 11:30PM  
Friday – Saturday 11AM - 3AM  
Sunday 11AM - 10PM

**Protein House**

Eat with Purpose  
1345 Main St  
Kansas City, MO 64105  
(816) 205-8484  
[www.protein-house.com](http://www.protein-house.com)

## Hours:

Monday – Friday 7AM - 9PM  
Saturday 9AM - 9PM  
Sunday 10AM - 4PM

**PBR Big Sky**

Cowboy Cool Meets Urban Chic  
111 E 13th St  
Kansas City, MO 64106  
(816) 442-8145  
[www.pbrbigskykc.com](http://www.pbrbigskykc.com)

## Hours:

Thursday - Saturday 8PM - 3AM

**Yard House**

Where Beer and Food Lovers Unite  
1300 Main Street  
Kansas City, MO 64105  
(816) 527-0952  
[www.yardhouse.com](http://www.yardhouse.com)

## Hours:

Monday - Thursday 11AM - 11:30PM  
Friday – Saturday 11AM - 1:30AM  
Sunday 11AM - 10PM

### BEST THINGS TO DO IN KANSAS CITY

#### **Power & Light District – Kansas City’s Favorite Gathering Place!**

Offering over a half-million square feet, the Power & Light District is the Midwest’s premier entertainment epicenter. With more than 50 unique and captivating restaurants, bars, shops and entertainment venues, the Power & Light District offers something for everyone. Visit their website and check out the entertainment and restaurants. You won’t have enough time to see it all. Visit the Power and Light District Restaurant Link to find an exciting restaurant during your stay in Kansas City

#### **Nearby Places to Visit**

Nearby the Marriott Kansas City Downtown Hotel and The Hotel Phillips – A Hilton Cameo Hotel:

The Negro Baseball Museum

The Folly Theater

The Lyrics Opera

The Kansas City Symphony

The Music Hall Crown (with touring Broadway productions)

The City Market

The Riverboat Casino

The Power & Light Entertainment District

The Sprint Center Sports Arena

WWI Memorial

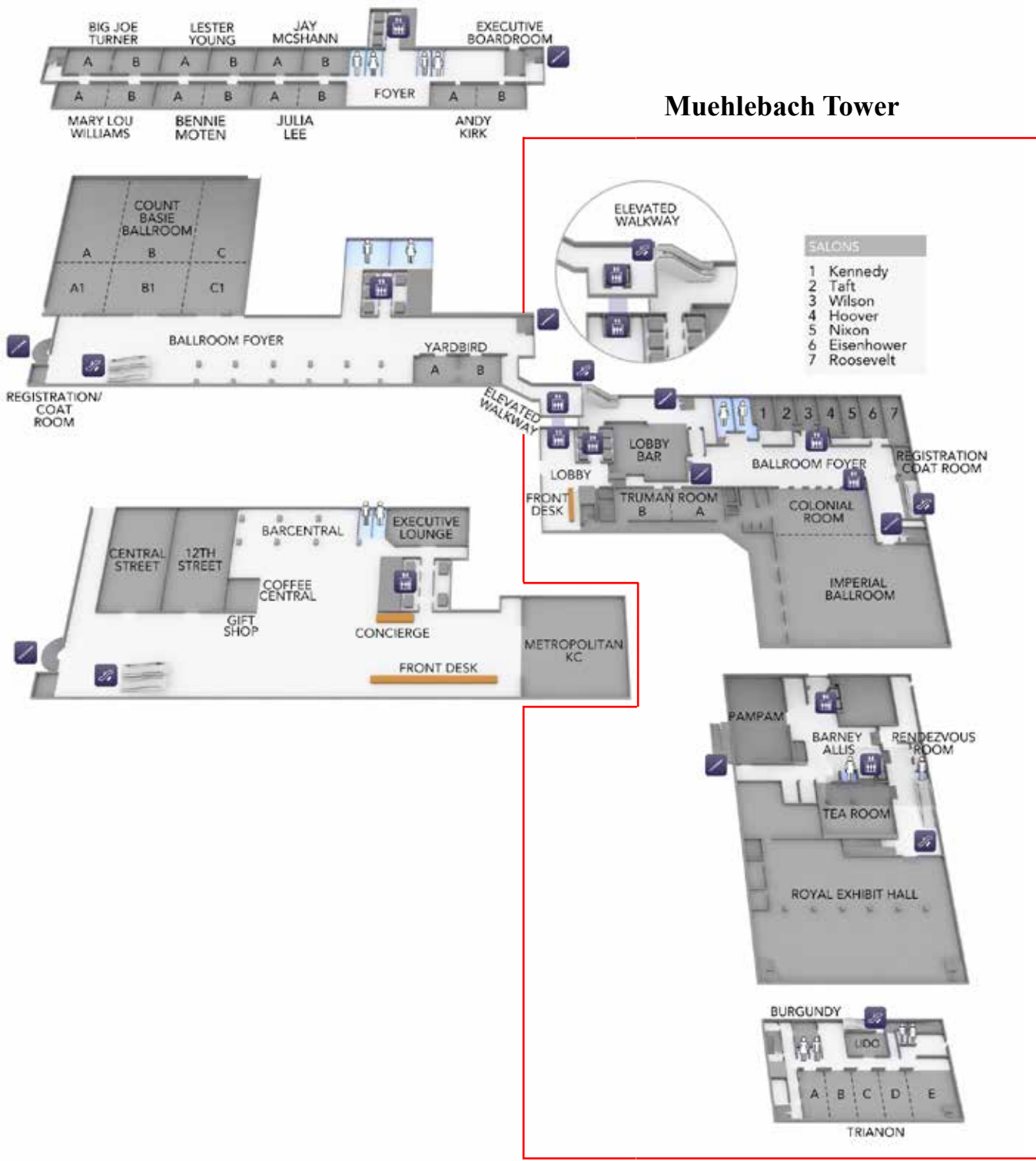
The Crown Center. (Offers great attractions such as the Legoland Discovery Center, Sea Life Kansas City Aquarium, and the Hallmark Visitor’s Center.)

*Most of these attractions are conveniently available on the complimentary Kansas City Street Car.*



# Hotel Floor Plan

## KANSAS CITY MARRIOTT DOWNTOWN





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## Keynote Session



### **JEFFREY L. BULLER**

Directory of Leadership and Professional Development  
Florida Atlantic University

#### ***KNOWING YOURSELF, AND COLLABORATING WITH ALL KINDS OF PEOPLE TO GET THINGS DONE***

Wednesday, October 24 2018, 12:30 to 2:00 PM  
Building/Room: Muehlebach Imperial Ballroom

Shyness, or introversion, is not a weakness. In fact, introverts make up one third of the population, according to studies reported in the book, *Quiet: The Power of Introverts in a World That Can't Stop Talking*.

Someone who prefers listening to speaking, reading at home rather than attending large, crowded networking events, and diligently works without seeking public approval. Introverts recharge with solitude and self-care rituals. Sound familiar? This describes many PhDs. Unfortunately, it was long thought that introverts were disadvantaged in industry and everywhere else. That they should change and force themselves out of their shell to become more social. Which makes introverts recoil immediately. This mindset results in many PhDs taking jobs they are completely unsuitable for because they've failed to properly assess the position beforehand to ensure it is the right fit.

*Jeffrey L. Buller*, is Florida Atlantic University's Director of Leadership and Professional Development. He came to this position after ten years as dean of FAU's Harriet Wilkes Honors College and more than thirty years of academic leadership experience in positions ranging from department chair to vice president for academic affairs at Loras College, Georgia Southern University, and Mary Baldwin College. Dr. Buller also serves a senior partner in ATLAS: Academic Training, Leadership, & Assessment Services, through which he has presented numerous workshops on academic leadership all over the world.

Buller is the author of more than a dozen books on higher education administration and well more than 200 articles, essays, and reviews. From 2003-2005, he served as the principal English-language lecturer at the International Wagner Festival in Bayreuth, Germany. More recently, he has been active as a consultant to the Ministry of Education in Saudi Arabia, where he assisted with the creation of a kingdom-wide Academic Leadership Center. Along with Robert E. Cipriano, Dr. Buller serves a senior partner in ATLAS: Academic Training, Leadership, & Assessment Services, through which he has presented numerous workshops on academic leadership all over the world.

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## Convention At-A-Glance

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### Tuesday, October 23

7:00am – 5:00pm	AECT Convention Registration (Marriott 2nd Floor Lobby)
7:00am – 5:00pm	Technology Help Center
7:00am – 8:00am	Interns Meeting
8:00am – 11:30am	AECT Board meeting
8:30am - 4:00pm	AECT Professional Development Workshops (1 ½ hour lunch break)
11:30am – 1:00pm	AECT Leadership Luncheon
1:00pm – 6:00pm	Early Career Symposium hosted by AECT & RTD
1:10pm – 4:30pm	AECT Foundation Board of Trustees
1:10pm – 5:15pm	Division Board Meetings
4:30pm – 6:00pm	AECT First Timers Orientation
6:00pm – 8:00pm	AECT/D&D Instructional Design Competition Meet & Greet

### Wednesday, October 24

7:00am – 6:00pm	AECT Convention Registration (Muehlebach)
7:00am – 6:00pm	Technology Help Center
7:30am – 8:30am	Interns Meeting
7:30am – 12:00pm	Early Career Symposium hosted by AECT & RTD
8:00am – 5:00pm	Book Store and Partners Tables
8:00am – 6:00pm	Committee Meetings
8:40am – 6:00pm	SICET Concurrent Sessions
9:00am – 12:00pm	D&D-IDT Professors Forum
9:00am – 12:00pm	AECT Professional Development Workshops
12:30pm – 2:00pm	AECT First General Session and Keynote Address
2:15pm – 6:00pm	Presidential, Concurrent, Roundtable and Poster Sessions
2:15pm – 5:30pm	Job Center
2:15pm – 4:40pm	AECT/D&D Instructional Design Competition
4:15pm – 6:00pm	DD Showcase
4:15pm – 6:00pm	Emerging Technology Showcase
6:15pm – 7:30pm	AECT's Welcome Reception
8:30pm – 10:30pm	TED Game Night
8:30pm – 9:30pm	Presidents International Affiliates Reception (By invitation only)

### Thursday, October 25

7:00am – 6:00pm	AECT Convention Registration
7:00am – 6:00pm	Technology Help Center
7:00am – 7:20am	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
9:00am – 1:00pm	AECT Foundation Board of Trustees
9:00am – 12:45pm	Presidential, Concurrent, Roundtable and Poster Sessions

## Convention At-A-Glance

10:30am – 4:00pm	Jenny K. Johnson International Hospitality Center
10:30am – 4:00pm	Job Center
10:30am – 7:00pm	Committee Meetings
1:00pm – 2:00pm	DD/RTD Awards Luncheon and KSET Luncheon
1:00pm – 3:20pm	CLT Luncheon and McJulien Presentation
2:15pm – 6:00pm	Presidential, Concurrent, Roundtable and Poster Sessions
6:15pm – 7:30pm	D&D Awardee Presentations
6:15pm – 7:30pm	DELT-Immersive Learning Awards Reception
6:15pm – 9:30pm	International Dinner/Silent and Live Auctions
8:30pm – 10:30pm	Fun: “Unplugged” Jam Session

### Friday, October 26

7:00am – 6:00pm	AECT Convention Registration
7:00am – 6:00pm	Technology Help Center
7:00am – 8:00am	Fun: Walk/Run
7:00am – 7:40am	Interns Meeting
7:45am – 4:30pm	AECT Committee and Division Board Meetings
8:00am – 6:00pm	Book Store and Partners Tables
8:00am – 6:00pm	AECT Convention Registrants Café
8:00am – 10:30am	AECT Foundation Board of Trustees
9:00am – 12:45pm	Presidential, Concurrent, Roundtable and Poster Sessions
10:30am – 4:00pm	Jenny K. Johnson International Hospitality Center
10:30am – 4:00pm	Job Center
1:00pm – 2:00pm	GSA Membership Meeting & Luncheon
1:00pm – 2:00pm	OTP/STC Luncheon and SMT (offsite) Luncheon
1:00pm – 3:20pm	Past President’s Council Luncheon and Meeting
1:30pm - 3:20pm	DDL Membership Meeting & Awards
2:15pm – 4:40pm	Presidential, Concurrent, Roundtable and Poster Sessions
4:55pm – 6:00pm	AECT Membership Meeting, Meet the Candidates, AECT Awards, and AECT Foundation Awards
6:15pm – 7:30pm	Joint University Reception

### Saturday, October 27

7:00am – 1:00pm	AECT Convention Registration
7:00am – 1:00pm	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 Location and Hours of Operation:

#### Hours:

Monday, October 22, 12:00pm – 5:00pm,  
2nd Level of the Marriott Hotel, Early Registration  
Tuesday, October 23, 7:00am – 5:00pm,  
2nd Level of the Marriott Hotel, Registration  
Wednesday, October 24, 8:00am – 6:00pm,  
Muehlebach Center Registration Desk  
Thursday, October 25, 8:00am – 6:00pm,  
Muehlebach Center Registration Desk  
Friday, October 26, 8:00am – 6:00pm,  
Muehlebach Center Registration Desk  
Saturday, October 27, 7:00am – 12:00pm,  
Muehlebach Center Registration Desk

### Purchasing Tickets for Meal & Workshop Events, AECT Registration Desk

All attendees 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 12noon the day prior to the meal event. Arrive early and pick up your meal ticket.

### AECT Book Store Main Level, Conference Center

The AECT Book Store will be open on Wednesday through Saturday during normal registration hours. The book store will be located in the Muehlebach

Center 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.

### Convention 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– Muehlebach Registration

Hours of Operation:

Monday, October 22, 7:00am - 5:00pm  
Tuesday, October 23, 7:00am - 5:00pm  
Wednesday, October 24, 7:00am - 6:00pm  
Thursday, October 25, 7:00am - 6:00pm  
Friday, October 26, 7:00am - 6:00pm  
Saturday, October 27, 7:00am - 3:00pm

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 Technology Center 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, Muehlebach Center

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:

Wednesday & Thursday 12:00pm - 3:00pm  
Friday 9:00am - 3:00pm

## General Information

### AECT Pit Stop

#### Recharge your devices at the AECT Pit Stop, Muehlebach Lobby Bar

AECT wishes to welcome all our members and guests to the 2018 AECT Convention! First Timers, Retired Members, International Members, Graduate Students, and all attendees. There are charging stations available to plug-in and re-charge your mobile devices to keep you up and running! Please use the AECT Pit Stop as a space to gather anytime during the conference to meet new colleagues, greet old friends, or just connect with others.

### Graduate Student Center

The Graduate Student Assembly Center is located in the Roosevelt Room, Muehlebach Center. 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 2018 Convention Research Proceedings can be purchased for \$80.



### Job Center – Muehlebach Center Lobby

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. Please feel free to contact Jerry Hubbard, Job Center Coordinator at [Jerry.D.Hubbard@gmail.com](mailto: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/AECT18JobCenterInfo>

*Virtual Job Center Board:*

<http://bit.ly/AECT18VirtualJobCenter>

*Position Posting Form:*

<http://bit.ly/AECT18PositionPosting>

*Position Interest Form:*

<http://bit.ly/AECT18PositionInterest>

*Interview Room Schedule Form:*

<http://bit.ly/AECT18scheduleInterview>

*Job Center Interview Room Schedule:*

<http://bit.ly/AECT18InterviewRoomSchedule>

### Job Center Hours:

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

### AECT 8<sup>th</sup> Annual 5K Run/Walk

AECT is proud to host the 8th Annual 5K Run/Walk. This event, coordinated by Jason Siko, is scheduled Friday, 7am-8am. No prior registration is necessary. Meet at the Muehlebach Center Wyandotte Street Lobby 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 in the Muehlebach Center Registration Desk. We will make every effort possible to return a lost item to its rightful owner.

### Kansas City Marriott Downtown

Address:

200 West 12th Street Kansas City, Missouri 64105

Telephone: 816-421-6800

The Kansas City Marriott Downtown, located in the heart of the city, is comprised of two elegant towers, the Marriott Tower and the Historic Muehlebach Tower, second home to President Harry S. Truman. The hotel is near the theater district, the Kauffman Center for the Performing Arts, the Power & Light Entertainment District, many of the city's most celebrated attractions and the city's best restaurants, barbeque joints and steak houses are located nearby.

## General Information

The two-tower complex features a striking new lobby space, totally redesigned main entrance and front desk designed for the today's traveler. The towers are linked via a second-floor pedestrian walkway to the meeting function space at the Marriott's historic Muehlebach Conference Center which has been restored to its early 20th Century elegance.

**Hotel Services:** Business Center, Guest Services Desk, Laundry services, Sundries Shop, Valet (\$25 per day) and Self-Parking, (\$19 per day)

**Restaurant, Entertainment and Lounges** (located in the Marriott hotel):

**CoffeeCentral:** featuring a variety of specialty coffees and snacks.

Monday - Friday      6am - 10pm  
Saturday              7am - 11pm.

**Metropolitan KC:** A contemporary restaurant featuring breakfast and lunch buffets; seafood, steaks and barbeque at dinner.

Open Weekdays and Weekends!

**The BarCentral:** featuring quick menu selections, cocktails and imported beers.  
Opens daily from 11am - 1:30am.

### **Fitness Center**

All registered guests will enjoy a 24-hour fitness center and swimming pool

**The Hotel Phillips – A Hilton Cameo Collection**  
106 W 12th Street Kansas City, Mo 64105  
(816) 221-7000

Located just steps (.2 mi.) from the Marriott, The Hotel Phillips is pleased to offer the AECT International attendees a choice in their selection of a hotel while in Kansas City. The Hotel Phillips is an iconic hotel with an illustrious past. Originally established in 1931, this Kansas City hotel was once the tallest building in town, standing 20 stories high and boasting 400 guest rooms. Today, Hotel Phillips offers 216 elegant guest rooms, and is on the National Register of Historic Places, yet it maintains much of the historic charm and original Art Deco features which make it a true gem in the heart of

Downtown. An art lover's paradise, Hotel Phillips offers beauty around every corner. Original Art Deco features include elaborate bronze and nickel metalwork, lustrous walnut paneling, stylish light fixtures, 20-story mail chute, and the goddess Dawn statue overlooking the lobby. Proud members of the Historic Hotels of America, and Historic Hotels of the World.

### **The Hotel Phillips Restaurants**

#### **Kilo Charlie**

<https://www.hotelphillips.com/kilo-charlie.html>

Kilo Charlie, derived from the radio call signals for "K" and "C," serves as an elegant yet approachable and unique, gathering place for coffee dwellers – comfortable accommodating single and group coffee aficionados, as well as on-the-go commuters and hotel guests.

#### **Tavernonna**

<https://www.hotelphillips.com/tavernonna.html>

The Tavernonna Restaurant celebrates the rich varied history of Italian food, wine and cocktails by using fresh, simple ingredients to create both traditional and contemporary dishes that entice the senses

#### **P.S. Speakeasy**

<https://www.hotelphillips.com/ps-speakeasy.html>

The P.S. Speakeasy with its vibrant and swanky décor, is a modern iteration of a classic speakeasy tucked in the heart of The Hotel Phillips. You won't want to miss it.

**Fitness Center:** All Guests will enjoy a complimentary 24-Hour Fitness Center.

#### **Airport Transportation**

Taxi Service is available, and the fares range from \$35-\$40 one way.

SUPER SHUTTLE – Kansas City, Missouri, <https://www.supershuttle.com/default.aspx?GC=RE78P>

DISCOUNT CODE: RE78P

DISCOUNT VALID DATES: October 18th through October 29th. (guests may begin booking now)

WHERE TO ENTER YOUR CODE: When making

## General Information

your reservations at: <http://www.supershuttle.com>, simply enter the code in the “DISCOUNT CODE” box on the first page of the website

**DISCOUNT:** Your discount gives you \$6.00 off round trip shared ride reservations made online. The discount does not apply to ExecuCar private vehicles, nor to the exclusive/non-stop vans (which are already discounted).

For other airport shuttle options, visit the Kansas City International Airport Official Website at [www.flykci.com](http://www.flykci.com). Click on Getting to and from, then select Ground Transportation, then click Shuttle Information.

### **KANSAS CITY STREET CAR/ROUTE:**

The two-mile, north-south KC Downtown Streetcar starter line runs from River Market to the historic Union Station, traveling mostly along Main Street. Areas serviced include the Central Business/Convention District, the Power & Light District and Crown Center—not to mention the numerous business, restaurants, art galleries and residences along the way.

### **DESTINATIONS/ KC STREETCAR STOPS:**

- Union Station (Pershing & Main)
- Crossroads (19th & Main)
- Kauffman Center (16th & Main)
- Power & Light (14th & Main) (Marriott Downtown Kansas City Stop)
- Metro Center (12th & Main)
- Library
- (9th & Main)
- North Loop (7th & Main)
- City Market (5th & Walnut)
- River Market North (3rd & Grand)
- River Market West (4th & Delaware)

The streetcar runs in existing street lanes, just like other vehicles. The route includes 16 stops, spaced roughly two blocks apart.

**STAY CURRENT** – Visit the Kansas City Convention web site and sign up to receive current and updated information at [www.visitkc.com](http://www.visitkc.com) ..

### **Mobility Service**

**Chuck’s Mobility**  
(Delivers to the Marriott and the Phillips Hotel).

Visit Chuck’s Mobility Web Site to Reserve:  
<https://www.chucksmobility.com/rentals.htm>

Great Video to Watch:  
<https://www.chucksmobility.com/rentals.htm>  
Marriott Hotel Business Center – Main Lobby.  
Access with Room Key.

Self-Copy service, Self-Fax Service (Fee for outgoing fax.)

Network/Internet printing

### **Fedex Office**

1111 Main Street, Kansas City MO 64105  
816-221-6222

E-mail: [usa0418fedex.com](mailto:usa0418fedex.com)

Hours of Operation

Monday - Friday 7:00 AM–7:00 PM

Closed Saturday & Sunday

**AECT EDUCATIONAL PARTNERS ○ TABLETOP EXHIBITS**

*Marriott Muehlebach Center Ballroom Foyer*

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. Tabletop exhibits are open Wednesday 12:00pm – 4:30pm,

Thursday and Friday, 9:00am – 4:30pm.

**AECT Foundation**

**Brill | Sense Publishers**

**Kansas State University**

**Mississippi State University**

**Morehead State University**

**North Atlantic Treaty Organization**

**Routledge Taylor & Francis Publishers**

**Springer Publishing**

**University of Hawai‘i at Mānoa**

**University of New Mexico**

**University of North Texas**

**University of Tennessee Knoxville**

**Walden University**



## Presidential Sessions

### WEDNESDAY, OCTOBER 24

#### **Systematic Reviews of the Research on Emerging Online Technologies: What's Been Done; What's To Come**

*2:15 pm to 4:00 pm*

*Muehlebach - Imperial Ballroom*

**Presenters:** *Curtis J. Bonk*, Indiana University; *Lin Lin*, University on North Texas; *Fei Gao*, Bowling Green State University; *Vanessa Dennen*, Florida State University; *John Hilton*, Brigham Young University; *David Wiley*, Brigham Young University; *Meina Zhu*, Indiana University; *Annisa Ratna Sari*, Indiana University; *Florence Martin*, University of North Carolina Charlotte; *Kiran Budhrani*, UNC Charlotte  
**Contributor:** *Ke Zhang*, Wayne State University

This session brings together researchers from four important strands of online learning environments. Each team has conducted monumental overviews of the research literature in one the following areas: social media, open textbooks, MOOCs, or synchronous learning. These researchers will detail some of the key findings from their research studies and some of the common research methods undertaken to date. They will also point to untapped areas of research in these areas that await further exploration.

#### **Comparing The Career Needs of Domestic and International Instructional Design Students**

*4:55 pm to 6:00 pm*

*Muehlebach - Imperial Ballroom*

**Presenter:** *Erin Mills*, Regent University  
**Contributor:** *Jill Stefaniak*, Old Dominion University

One area which can contribute to successful career transition are career services that are culturally inclusive and contextually comprehensive. While this has brought a number of benefits to institutions, the students themselves report varying levels of career service satisfaction and overall career decision-making difficulty. This session will discuss the unique career needs and differences of domestic and international instructional design students.

### THURSDAY, OCTOBER 25

#### **Building Powerful Learner Engagement: A View from Technology Labs**

*9:00 am to 10:05 am*

*Muehlebach - Colonial Ballroom*

**Presenters:** *Angelica Pazurek*, University of Minnesota; *Jan Plass*, New York University; *Kay K Seo*, University of Cincinnati

**Contributors:** *Bruce Homer*, City University of New York; *Matt Yauk*, The Ohio State University

This Presidential Session features two innovative technology labs and their work related to learner engagement. The Directors of the Consortium for Research and Evaluation of Advanced Technology in Education (CREATE) at New York University/City University of New York and the Learning Technologies Media Lab (LTML) at the University of Minnesota share insight into the dynamic interplay between learner engagement and technology.

#### **Increasing Engagement by Integrating Game Mechanics into Methodology**

*10:20 am to 11:25 am*

*Muehlebach - Colonial Ballroom*

**Presenter:** *Robert Appelman*, Indiana University Bloomington

All teachers want their students to be engaged with the content they are teaching or having them discover. However, if one considers engagement during a total day, it is most intense while playing video games instead of when they are doing school work, both in and outside of the classroom. This presentation posits that integrating the mechanics that structure a game into teaching methodology will increase student engagement, collaboration, and creative thinking.

## Presidential Sessions

### Developing Inquiry and Critical Thinking Skills for the Next Generation

11:40 am to 12:45 pm

Muehlebach - Colonial Ballroom

**Presenters:** *Jonathan M Spector*, Department of Learning Technologies; *Lin Lin*, University on North Texas; *Kaushal Kumar Bhagat*, Beijing Normal University  
**Contributors:** *Xiaoqing Gu*, ECNU; *Dejian Liu*, NetDragon

The panel will present (a) a theory- and research-based framework for developing inquiry and critical thinking skills in young children, (b) a review of relevant efforts and a gap in research and development, (c) a game-based, stealth assessment app developed and tested in China to test critical thinking skills, and (d) a prototype of initial game-based apps to promote inquiry and critical thinking sub-skills in young children. Feedback will be encouraged throughout.

### Keeping Current: Data Sources and Tools You Can Use to Monitor Innovations in Our Field

2:15 pm to 3:20 pm

Muehlebach - Colonial Ballroom

**Presenters:** *Robert Reiser*, Florida State University; *Weinan Zhao*, Olivet University; *T. Logan Arrington*, University of West Georgia; *Alison L. Moore*, Pearson Education; *Trey Martindale*, Mississippi State University  
*Lorri Freifeld*, TRAINING MAGAZINE; *Susan Grajek*, EDUCAUSE  
**Contributors:** *Julie Evans*, Project Tomorrow; *Fabrizio Fornara*, Florida State University

Recently, the array of new technological and instructional tools available to instructional design/technology professionals has rapidly expanded. Which innovations do you need to keep up with? Which ones are employed and valued in K-12? Higher education? Businesses? During this

session, findings from several large-scale surveys of technology use will be presented. Moreover, a new database that will enable AECT members to monitor the extent to which various innovations are used and valued will be described.

### AECT Foundation: Learn what it is and what it does for AECT and its members

4:55 pm to 6:00 pm

Muehlebach - Colonial Ballroom

**Presenter:** *Christine K. Sorensen Irvine*, University of Hawaii at Manoa

**Contributor:** *Stephanie L. Moore*, University of Virginia

Did you know AECT has awarded graduate student scholarships since 1961? Do you know the genesis for the scholarship program? Did you know the intern program was established in 1974 to develop AECT leadership? Did you know more than a dozen AECT scholarships and awards are supported by the AECT Foundation? Come learn more about AECT's public nonprofit corporation dedicated to supporting your AECT organization. This will be an interactive session with audience participation.

## FRIDAY, OCTOBER 26

### Defining and describing learning: A World Café guided discussion

9:00 am to 10:45 am

Muehlebach - Colonial Ballroom

**Presenters:** *Brad Hokanson*, University of Minnesota; *Phillip Harris*, AECT Executive Director

This session will provide the opportunity to meet, engage, and connect with others on a topic of interest, the nature of learning. Using a World Café discussion format, the participants converse in small groups in response to a series of guided questions, which are later summarized for the whole group. As educators, we understand the power of reflection for our students, but seldom

## Presidential Sessions

take time to reflect on our own practice. This discussion will be both reflective and engaging.

### **AECT Foundation Interns' 40th Anniversary Celebration: Panel Discussion and Reception**

*11:00 am to 12:45 pm*

*Muehlebach - Colonial Ballroom*

**Presenters:** *Ana Donaldson*, University of Northern Iowa - Retired; *Christine K. Sorensen Irvine*, University of Hawaii at Manoa; *Thomas C. Reeves*, The University of Georgia; *Gayle V. Davidson-Shivers*, University of South Alabama; *Kay Persichitte*, Univ of Wyoming; *Megan Connors Murtaugh*, Independent Consultant; *Bruce Robert DuBoff*, School Media & Technology

Join us in celebrating the intern program that began forty years ago in Kansas City. All past and present interns have been invited to bring their medals and share their stories. Since 1978, the AECT Leadership Internship Program has identified individuals with significant potential to provide future leadership for AECT and in the broader field. The current application process places a heavy emphasis on past and current leadership experiences with a specific focus on personal goals for growth within AECT and the professional field. Hear how the program has evolved over the years and the very personal impact it has had on those recognized with this honor. A reception will follow immediately after the panel discussion. We hope to see you there.

### **Understanding and Addressing Social Neutrality Barriers to "Learning for All"**

*2:15 pm to 3:20 pm*

*Muehlebach - Colonial Ballroom*

**Presenter:** *Amy C Bradshaw*, University of Oklahoma

"Learning for All" implies facilitating learning equitably and justly. But to achieve this goal,

we must mitigate our own lack of understanding of issues related to equity and inclusion. This session discusses barriers to "Learning for All" that are rooted in social neutrality myths (such as meritocracy and equal access), epistemologies of ignorance, deficit ideologies, positionality and social conditioning, philosophical incoherence, and tendencies to prioritize technological means over pedagogically sound and socially just ends.

### **What should the future of peer-reviewed scholarly publishing in educational technology look like?**

*3:35 pm to 4:40 pm*

*Muehlebach - Colonial Ballroom*

**Presenters:** *George Veletsianos*, Royal Roads University; *Albert Dieter Ritzhaupt*, University of Florida; *Vanessa Dennen*, Florida State University; *Rick West*, Brigham Young University; *Tonia A. Dousay*, University of Idaho; *Enilda Romero-Hall*, University of Tampa; *Ross Perkins*, Boise State University

Panelists and attendees will discuss and explore a variety of perspectives on what the future may hold for educational technology journal publishing. Is the current status the best possible way for rigor, relevance, diversity, and impact to flourish? Or, are there better ways? What are some of the opportunities and challenges associated with radically different futures, ones that depart from the current traditions of scholarly publishing? Panelists will put forth a short (~ 2 minutes) thesis or proposal, and will then facilitate an interactive conversation with all participants around these topics. Some of the questions we anticipate answering are the following: How are we to maintain and improve the quality of educational technology journals? What is the role of scholarly associations in the journal publishing business? Should we only publish and review for open

access journals? Do we risk losing credibility as a field if the quality of our peer-reviews are not constructive? Whose responsibility is it to ensure only quality scholarship is published in a journal? What approaches have been explored in other fields that could be beneficial in our field? Should we trust metrics evaluating journals (e.g., impact factors) or should we place more emphasis on article-impact metrics? Should peer-reviewers be paid? Should peer-review be eponymous and posted publicly?

**Watch your inbox  
for details  
regarding the  
AECT 2019  
NATO  
Design &  
Development  
Competition  
Problem Statement**



ASSOCIATION FOR  
EDUCATIONAL  
COMMUNICATIONS &  
TECHNOLOGY



**AECT  
Design and Development  
Competition**

**2018**

**Finalists**

Holly Greene and Synthia Clark  
University of Tennessee, Knoxville

Smruti Shah and Bridgette Epps  
Old Dominion University

Xinyue Ren and Yang Lai  
Ohio University

**Mentors**

Shauna Bona  
Senior Consultant, McKin-  
non-Mulherin Consulting

Kathy Ingram  
Purdue University Global

Lequisha Brown-Joseph  
University of Phoenix,  
Walden University

**Judges**

Ana Donaldson  
Past president AECT  
Competition co-sponsor

Jason McDonald  
Brigham Young University

Beth Oyarzun  
UNC Charlotte

Zahira Merchant  
San Francisco State

**Coordinating  
Committee**

Sheri Stover  
Wright State University

Steven W. Villachica  
Boise State University

Lisa Giacumo  
Boise State University

Dan Schuch  
Competition Chair

**Special  
Judge**

Dr. Ray Doswell  
Vice President/Curator  
Negro Leagues Baseball Museum



# The Emerging Technology Showcase!

Wednesday, October 24<sup>th</sup>  
4:15 to 6:00pm  
Muehlebach, Royal Exhibit Hall

Come experience and discuss the latest in learning technology with colleagues during this convention event that will absolutely push your curiosity and thirst for knowledge.

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

Passionate experts share new hot tech ideas that excite and influence learning...

- 360 Video: The Gateway to Virtual Reality
- Augmented Reality: Looking into its Potentials for Education
- Bigscreen: The Merging of Virtual Reality and Real-Time Distance Collaboration
- Creating 360-degree VR video experiences for education
- Improving Access to Expertise through VR in Medical Education
- Instructional Design & Educational Technology Augmented Reality Transmedia Storytelling
- Interactive Digital Art: A Cross Disciplinary Effort to Expose Students to Content and Experiences Outside Their Comfort Zones.
- "Learning For All" with Skoog Tactile Music Interface
- Look What We Can Do with 3D Printing in Class!
- Managing my life with Microsoft OneNote
- Project Voyage: A Google Daydream VR Experience for Mobile Collaborative Learning in the Middle-School Classroom
- Teaching Online Robotics Integrated Course to 6th and 7th Graders Teaching Science and Engineering through 3D Printing
- Technology Tools for the Student-Centered Classroom
- The Oklahoma State University Emerging Technologies Creativity and Research Lab
- Use of Aurasma and HP Reveal for Augmented Learning in K12 Classrooms
- Wearable Technology in Education

## The Premier International Learning Event of the Year!

Kansas City, MO October 23-27, 2018



# AECT Foundation

Formed in 1970, the AECT Foundation supports the charitable and educational activities of the Association for Educational Communications and Technology (AECT), based on the conviction that the improvement of instruction in schools and colleges can be enhanced by the continued investigation and application of new systems for learning and by authentic assessment of communication techniques and technology. The purpose of the Foundation are to prepare and develop leaders and practitioners in our fields, to enlarge the body of knowledge available in the fields of educational communications and technology, and to encourage the dissemination of such knowledge. As a Foundation, we:

- Support emerging professionals who will have an impact on education
  - o Scholarships to support emerging professionals, young leaders in the field
  - o Internships that develop future leaders in the field
  - o Summer leadership participation that engages leaders in planning and action
- Advance and disseminate knowledge and practice in our field
  - o Recognize cutting edge research
  - o Recognize innovative practice
  - o Recognize lifelong contributions to knowledge and practice in the field
  - o Disseminate knowledge and practice in the field (lecture series, library, etc.)
- Develop global connections among professionals and professional practices

## EXECUTIVE COMMITTEE:

### Chris Miller, President

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c.miller@mooreheadstate.edu

### Denise Tolbert, President-Elect

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### Stephanie Moore, Past-President

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### Heather Tillberg-Webb, Secretary

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### Robert Doyle, Treasurer

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### *AECT Past-President - Foundation Liaison:*

### Brad Hokanson (2017-2018)

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### Hans-Erik Wennberg

Elizabethtown, PA  
wennberg@etown.edu



**Chair:** Matthew Schmidt, University of Cincinnati

**Time:** Wednesday, October 24 from 4:15pm to 6:00pm

**Location:** Muehlebach, Mezzanine

**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 2018 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!

#### **A design-based research study to develop an online flipped language classroom model**

Zilu Jiang; The Ohio State University  
Jiahang Li; Michigan State University  
Kui Xie; The Ohio State University

#### **A Scenario-based Virtual Reality (VR) Learning Environment for Child Pedestrian Safety Education**

Sejung Kwon; The University of Georgia  
Katherine Walters; University of Georgia  
Yeonjoo Ko; The University of Georgia  
Liz Melendez; University of Georgia  
Cheryl Wilson; University of Georgia  
Tingting Yang; Central China Normal University  
Raymond Cho; Globepoint Inc., Korea  
Kevin Han; Globepoint Inc., Korea  
Claire Chung; Globepoint Inc., Korea  
DH Kim; Globepoint Inc., Korea  
Sooyeon Song; Korea Road Traffic Authority  
Ikseon Choi; The University of Georgia

#### **Road to Recovery for Caregivers after Traumatic Brain Injury: Promoting Positive Family Adaptation Following Pediatric Brain Injury**

Matthew Schmidt; University of Cincinnati  
Stacey Raj; Cincinnati Children's Hospital Medical Clinic  
Shari Wade; Cincinnati Children's Hospital Medical Clinic



**Mission HydroSci: Meeting Learning Standards through Gameplay.**

Joseph Griffin; University of Missouri

Justin Sigoloff; University of Missouri

James Laffey; University of Missouri

**Massively Multiplayer Online Games: Enhancing Motivation, Engagement and Performance Outcomes in Business and English Courses**

Papia Bawa; Purdue University

**Design and Development of a Peer Assisted Learning System**

Japari Ngilari; University of North Texas

**Developing an integrating system of robot and IoT toys for toddlers aged 24-30 months to acquire multiple native languages - A design thinking approach study**

Yang Kuan; Department of MIS NSYSU

Cheng Wen; Department of MIS NSYSU

Chang Lun; Department of MIS NSYSU

Chen Shing; Department of MIS NSYSU

**Escape the Ordinary: Teaching Faculty to Design Escape Rooms for Formative and Summative Assessment**

**Kae Novak**; University of Colorado Denver

**A design-based research study to develop an online flipped language classroom model**

Zilu Jiang; The Ohio State University

Jiahang Li; Michigan State University

Kui Xie; The Ohio State University

**Using Web-based Instruction to Educate College Students About Practicing Safety on Campus**

Smruti Shah; Old Dominion University

**Design, Development, and Refinement of a Theory-Based, Online, Data Literacy Training for Teachers**

Jui-Ling Chiang; Northern Illinois University

Todd Reeves; Northern Illinois University

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## Meet the AECT Interns

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The 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 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/internprogram> . If you have any questions about the program, please direct your inquiries to [aect-intern-chair@aect.org](mailto:aect-intern-chair@aect.org).



**Megan C. Murtaugh**  
Dara-Oak Academic Community  
2018 Leadership Intern Program  
Coordinator



**Lucas Vasconcelos –  
Earl F. Strohhahn Intern**

Lucas Vasconcelos is a PhD Candidate at the University of Georgia with expected graduation in May 2019.

Lucas’s research focuses on learning designs for STEM education. His

dissertation study aims to scaffold pre-service science teachers’ learning to code and to integrate coding into scientific modeling lessons. Lucas joined AECT in 2015 and has been an active member since then. He currently serves as the GSA representative for the Division of Distance Learning.



**Lin Zhong – Lee W. Cochran Intern**

Dr. Lin Zhong is an Assistant Professor at Southern Illinois University Carbondale in the Department of Workforce Education and Development. Her research focuses on learning analytics, personalized

learning, and lifelong learning. Dr. Zhong graduated from The University of Southern Mississippi in 2016 with a Ph.D. in Instructional Technology and Design and is an active member of AECT.



**Sean Jackson – Lee W. Cochran Intern**

Dr. Sean Jackson is Co-CIO and Computer Science Teacher at Mason County Schools in Maysville, KY. His focus areas include classroom technology integration, teacher training and 1:1 device environments.

Dr. Jackson received his EdD in Educational Technology Leadership from Morehead State University in 2018 and is a three-year member of AECT, serving in both the Graduate Student Assembly and School Media Technology Division.



**Miaoting (Cat) Cheng –  
Jenny K. Johnson Intern**

Cat, Miaoting Cheng, is a PhD candidate from Information and Technology Studies, Faculty of Education, the University of Hong Kong. Her research focuses on the

social and cultural aspects of emerging technologies, e-learning environments, and technology acceptance. Cat has participated in three related funded projects in the past five years. She is an active member of AECT and HKAECT for more than three years, currently serving as the Secretary in the executive committee of HKAECT.

## AECT EARLY CAREER SYMPOSIUM

Sponsored by AECT in 2018, 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



**Dr. Danilo M. Baylen** is a professor of instructional technology in the Department of Educational Technology and Foundations at the University of West Georgia. He completed graduate degrees in instructional technology, elementary studies, library and information studies, and counseling. Prior to his faculty position, he worked as an instructional designer, IT services director, and faculty developer in higher education institutions. He teaches, conducts research and publishes on effective technology integration practices, visual and media literacy, creative thinking, and program evaluation. In 2015, he co-edited a book titled, *Essentials of Teaching and Integrating Visual and Media Literacy* published by Springer. Currently, he serves as editor-in-chief of *Senses and Experiences: The Book of Selected Readings of the International Visual Literacy Association*. In addition, Dr. Baylen sits on multiple editorial boards such as, the *Journal of International Students*, *TechTrends*, *To Improve the Academy*, *Quarterly Review of Distance Education*, and *WVSU Research Journal*. He also served AECT in various capacities notably as the International Division president (2015) and the IVLA convention planner. Finally, he received funding for multiple grants in improving teacher quality, developing teachers to effectively teach writing, and supporting undergraduate research.



**Elizabeth Boling** is professor of instructional systems technology and Interim Executive Associate Deans in the School of Education at Indiana University. Prior experience includes 10 years in design practice, five with Apple Computer, Inc. Her research interests include visual design for information and instruction, and design theory, pedagogy and practice. She is past editor-in-chief of *TechTrends*, founding editor and current editor-in-chief of *International Journal of Designs for Learning*, lead editor of the 2016 Routledge title *Studio Teaching in Higher Education: Selected Design Cases* and a co-editor of the forthcoming *Handbook of Research in Educational Communications and Technology*, 5th Edition.



**Dr. Xun Ge** is Professor of Instructional Psychology and Technology at the Department of Educational Psychology, Jeannine Rainbolt College of Education, the University of Oklahoma. She holds a PhD in Instructional Systems from the Pennsylvania State University. Her research focuses on scaffolding students' complex and ill-structured problem solving and self-regulated learning through designing instructional scaffolds, cognitive tools, learning technologies, and open learning environments (e.g., virtual learning communities, game-based learning, inquiry-based learning, and problem- and project-based learning). Her works demonstrates her effort to make a linkage between cognition and motivation, and between designing and assessment. Dr. Ge has conducted extensive research in STEAM education, from K12 to higher education, and she has collaborated with researchers and scholars from diverse disciplines around the world. Dr. Ge has published numerous articles in the top-tier refereed journals of the field of Instructional Psychology and Technology, two edited books and multiple book chapters with highly regarded book publishers. In addition, Dr. Ge is the Co-PI of a three-year grant funded by the Institute of Museum and Library Services (IMLS) working on a project that examines the guided inquiry making and learning in school libraries. She was the recipient of 2000 AECT's

ECT Foundation Internship Award. She has also been recognized by AECT multiple times for receiving 2003 Young Scholar Award, 2004 Outstanding Journal Article Award, and 2012 Outstanding Journal Article Award. Dr. Ge has provided services to AECT at various capacities, including proposal reviewer, panel discussant, and facilitator. Dr. Ge has recently been selected as the co-editor of *Interdisciplinary Journal of Problem-based Learning*. Her other editorial service includes serving on the editorial board of several leading refereed journals, such as *Educational Technology Research & Development*, *Contemporary Educational Psychology*, *Instructional Science*, *Interdisciplinary Journal of Problem-based Learning*, *The Internet and Higher Education*, and *Technology, and Knowledge and Learning*. Dr. Ge is the former Chair of the Problem-based Education Special Interest Group for the American Educational Research Association.



**J. Michael Spector** is a Professor and Former Chair of Learning Technologies at the University of North Texas and a Visiting Professor at the University of Hong Kong. He was previously Professor of Educational Psychology and Instructional Technology, Doctoral Program Coordinator for the Learning, Design, and Technology Program, and a Research Scientist at the Learning and Performance Support Laboratory at the University of Georgia. Previously, he was Associate Director of the Learning Systems Institute, Professor of Instructional Systems, and Principal Investigator for the International Center for Learning, Education and Performance Systems at Florida State University. He served as Chair of Instructional Design, Development and Evaluation at Syracuse University and Director of the Educational Information Science and Technology Research Program at the University of Bergen. He earned a Ph.D. in Philosophy from The University of Texas at Austin. He is a visiting research professor at Beijing Normal University and at East China Normal University. His research focuses on intelligent support for instructional design, assessing learning in complex domains, developing critical thinking skills, and technology integration in education. Dr. Spector served on the International Board of Standards for Training, Performance and Instruction (ibstpi) as Executive Vice President; he is a Past President of the Association for Educational and Communications Technology as well as a Past Chair of the Technology, Instruction, Cognition and Learning Special Interest Group of AERA; he is also an active member of AERA's Instructional Technology and Learning and Technology SIGs. He is a long-time editor of *Educational Technology Research & Development* (recently stepped down after 15 years) and serves on numerous other editorial boards. He edited the third and fourth editions of the *Handbook of Research on Educational Communications and Technology*, as well as the SAGE Encyclopedia of Educational Technology, and the Educational Technology section of the Routledge Encyclopedia of Education. Dr. Spector has more than 200 scholarly publications to his credit.



**Dr. Kui Xie** is Ted and Lois Cyphert Distinguished Professor, program chair of Learning Technologies, and director of The Research Laboratory for Digital Learning at The Ohio State University. His research focuses on areas where technology plays essential roles in supporting meaningful learning, including K-12 technology integration and teacher professional development, motivation and engagement in digital learning, technology intervention and learning environment, learning analytics and research methods in education. He is a member of the editorial boards for *Internet and Higher Education* and *Contemporary Educational Psychology*. Nationally he served chair for American Educational Research Association (AERA) SIG Design and Technology, section chair for AERA Division C Section 3.A. Learning Environments, and also chair for the AERA Division C New Faculty Mentoring Program. In addition, he is a recipient of the Chang Jiang Scholar Award from the Chinese Ministry of Education. More information at <https://dl.ehe.osu.edu/>

*Early Career Faculty*

Dr. Ai-Chu Ding, PhD, Indiana University  
Dr. Spencer Greenhalgh, University of Kentucky  
Dr. Jina Kang, Utah State University  
Dr. Ya-Huei Lu, East Carolina University  
Dr. Tian Luo, Old Dominion University  
Dr. Rob Moore, University of North Carolina Charlotte  
Dr. Kallianne Neumann, Oklahoma State University  
Dr. Tiffany Roman, Kennesaw State University  
Dr. Xinhao Xu, University of Missouri-Columbia

*Doctoral Students and Recent Graduates*

Sheng-Lun Cheng, The Ohio State University  
Debbie Cockerham, University of North Texas  
Hyewon Lee, University of Georgia  
Yingxiao Qian, University of Georgia  
Meina Zhu, Indiana University

**SYMPOSIUM COORDINATORS**

**Feng-Ru Sheu, PhD** is the Symposium Professional Development Coordinator for 2017-2018. She is an Assistant Professor and Instructional Design Librarian in University Libraries at Kent State University. She holds a PhD in Instructional Systems Technology & Curriculum Studies (double major) from Indiana University. Her research interests include application of learning theories and innovative technology (i.e. wearable technology, sensor-based technology, etc.) to enhance learning, user experience, and human performance in various learning contexts. She also advocates for open education. Her research in this area focuses on open pedagogy and the impact of open educational resources (OER) on making higher education more accessible and affordable for students.



**Heather Leary, PhD**, Professional Development Coordinator - Elect, is an Assistant Professor of Instructional Psychology & Technology at Brigham Young University. She received her PhD in Instructional Technology & Learning Sciences from Utah State University in 2012, was a postdoc at the University of Colorado Boulder from 2011-2015, and designed online curricula for Brigham Young University-Idaho from 2015-2016. Her research focuses on tackling problems of practice in K12 and higher education through professional learning using innovative approaches and technologies. Her research bridges research and practice in science, technology, engineering, arts, math, and 21st century skills, using design-based research, problem-based learning, and research-practice partnerships. Currently she is focused on closing the gap between K12 teachers' professional development knowledge to change practice in classroom enactment. Additionally, she is exploring how to foster research-practice partnerships at an institutional level. She has extensive experience with large scale education field studies and is known for her work with problem-based learning and meta-analysis.

## 2018 AECT Board of Directors



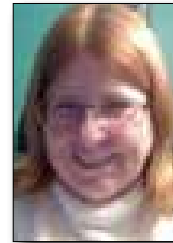
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## AECT AWARDS

### David H. Jonassen Excellence in Research Award

Charlie Reigeluth, Indiana University

### Distinguished Service Award

Robert Reiser, Florida State University

*In appreciation for exemplary service to AECT*

### J. Michael Spector Appreciation Awards

Andrew Gibbons, Brigham Young University

Robert Doyle, Harvard University

### Special Service Awards

Kibong Song, Virginia Tech

*In appreciation for dedicated service to AECT*

Linda Campion, East Carolina University

*In appreciation for dedicated service to AECT*

Stephanie Moore, University of Virginia

*In appreciation for dedicated service to AECT*

## AECT PRESIDENTIAL AWARDS

**Katsuaki Suzuki**, Kumamoto University

*For Outstanding Leadership of a Growing AECT*

*Affiliate: JSET*

**Insook Lee**, Sejong University

*For Outstanding Educational Technology Field*

*Leadership in Eastern Asia*

**Juhong Liu**, James Madison University

*For Ambassadorship to China and Asia*

**Nate Turcotte**, Penn State University

*For Outstanding AECT Social Media Task Force*

*Committee Leadership*

**Silver Shen**

*For Outstanding Leadership in Global Educational*

*Technology Organizations*

**Surapon Boonlue**, King Mongkut's University of  
Technology Thonburi

*For Outstanding Educational Technology Leadership:*

*Thailand*

## AECT INTERNSHIP AWARDS

**Earl F. Strohhahn Internship Award**

Lucas Vasconcelos, University of Georgia

**Lee W. Cochran Internships**

Sean Jackson, Mason County High School

Lin Zhong, Southern Illinois University Carbondale

**Jenny Johnson International Internship**

Miaoting Cheng, University of Hong Kong

## CULTURE LEARNING AND TECHNOLOGY DIVISION AWARDS

**AECT McJulien Graduate Student  
Scholarship Award**

Tugce Aldemir, Penn State University

**McJulien Scholar Best Paper Award**

Joi L. Moore, University of Missouri

**Outstanding Publication Award: Book**

Ian A. Lubin, University of California, Riverside

**Outstanding Publication Award: Book Chapter**

Bethany Simunich, Amy Grincewicz, Kent State  
University

**Outstanding Publication Award: Journal Article**

George Veletsianos, Royal Roads University;

Royce Kimmons, Ross Larsen, Brigham Young

University; Tonia A. Dousay, University of Idaho;

Patrick R. Lowenthal, Boise State University

## DESIGN AND DEVELOPMENT DIVISION AWARDS

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

Amy Eisel, Angi Lamkins, Lyn Wright, Josh Orr,  
Boise State University

Devlin Peck, Florida State University

Climbing to Creditville

Hsiao-Ping Hsu, University of Texas at Austin

International Partnership to Develop 21st Century Skills

and Environmental and Cultural Awareness Using

Augmented Reality and Virtual Reality

**Outstanding Book Award**

Matt Bower, Macquarie University

*Design of technology-enhanced learning: integrating  
research and practice.* Published by UK: Emerald

Publishing

**Outstanding Journal Article Award**

Rebecca A. Thomas, Richard E. West, Brigham Young

University; Jered Borup, George Mason University

*"An analysis of instructor social presence in online text*

*and asynchronous video feedback comments,"* Published

by: Internet and Higher Education



**Outstanding Practice Award**

**Kyung Kim, Yanghee Kim**, Northern Illinois University  
Graphical Interface of Knowledge Structure: Promoting Learning through Knowledge Structure Reflection in an Online Course

**Presidential Service**

**Jasmine Choi**, The University of Georgia  
In Recognition of Presidential Service to the Division

**DIVISION OF DISTANCE  
LEARNING AWARDS****Book Award, 1st Place**

**Anthony Pina**, Sullivan University; **Victoria Lowell**, Purdue University; **Bruce R. Harris**, Dixie State University  
*Leading and managing e-Learning: What the e-Learning leader needs to know*. Springer.

**Book Award, 2nd Place**

**Farhad Saba**, San Diego State University;  
**Rick L. Shearer**, Pennsylvania State University  
*Transactional distance and adaptive learning: Planning for the future of Higher Education*. Routledge.

**Burmeister Award, 1st Place**

**Jui-Long Hung, Kerry Rice, Jennifer Kepka**, Boise State University  
*“Combining Data and Text Mining to Develop an Early Warning System using a Deep Learning Approach”*

**Crystal Award, 1st Place**

**Sanghoon Park, Christine Nicholas, and Menglu Shao**, University of South Florida  
*“Gamification in Online Course Design: Instructional Technology Superhero”*

**Crystal Award, 2nd Place**

**Stacey Raj, Hanna Omar, Beatriz Rodriguez**, Xavier University;

**Matthew Schmidt, Emily Shultz**, University of Cincinnati;

**Shari Wade**, Cincinnati Children’s Hospital Medical Center  
*“The Road to Recovery for Caregivers after Traumatic Brain Injury: Promoting Positive Family Adaptation Following Pediatric Brain Injury”*

**Crystal Award, 3rd Place**

**David Proudfoot**, University of Phoenix  
*“Dissertation to Publication Workshop”*

**Journal Article: Application-Based, 1st Place**

**Laura McAllister, Stephanie Richter, Peter Gowen, Tracy Miller, Cameron Wills**, Northern Illinois University  
Understanding faculty use of the learning management system. *Online Learning*, 21(3), 68-86. <https://doi.org/10.24059/olj.v21i3.1217>

**Journal Article: Application-Based, 2nd Place**

**Richard E. West, Jason Jay, Matt Armstrong**, Brigham Young University; **Jered Borup**, George Mason University  
“Picturing Them Right in Front of Me”: Guidelines for Implementing Video Communication in Online and Blended Learning. *TechTrends*, 61(5), 461-469.

**Journal Article: Application-Based, 3rd Place**

**Matthew Schmidt**, University of Cincinnati; **Andrew A. Tawfik**, University of Memphis  
Using analytics to transform a problem-based case library: An educational design research approach. *Interdisciplinary Journal of Problem-Based Learning*, 12(1). <https://doi.org/10.7771/1541-5015.1635>

**Journal Article: Qualitative, 1st Place**

**Leanna Archambault**, Arizona State University; **Kathryn Kennedy, Joseph R. Freidhoff**, Michigan Virtual University  
Accountability for students in K-12 online learning: Perspectives from Michigan stakeholders and beyond. *Online Learning Journal*, 20(3), 126-139.

**Journal Article: Qualitative, 2nd Place**

**Ünal Çakiroglu, Mehmet Kokoç**, Karadeniz Technical University; **Elvan Kol**, Ministry of Education, Turkey; **Ebru Turan**, Giresun University  
Exploring Teaching Programming Online through Web Conferencing System: The Lens of Activity Theory. *Educational Technology & Society*, 19(4), 126-139.

**Journal Article: Qualitative, 3rd Place**

**Kui Xie, Lin Lu, Sheng-Lun Cheng**, The Ohio State University; **Serkan Izmirlı**, Canakkale Onsekiz Mart University  
The interactions between facilitator identity, conflictual presence, and social presence in online collaborative learning. *Distance Education*. 38(2), 230-244.

### **Journal Article: Quantitative, 1st Place**

**Curtis R. Henrie, Lisa R. Halverson, Charles R.**

**Graham**, Brigham Young University

Measuring student engagement in technology-mediated learning: A review. *Computers & Education*, 90, 36–53. <http://doi.org/10.1016/j.compedu.2015.09.005>

### **Journal Article: Quantitative, 2nd Place**

**Laura McAllister, Charles R. Graham**, Brigham Young University

An analysis of the curriculum requirements for k-12 online teaching endorsements in the U.S. *Journal of Online Learning Research*, 2(3), 247-282.

### **Journal Article: Quantitative, 3rd Place**

**Sanghoon Park**, University of South Florida; **Heoncheol Yun**, Northern Illinois University

Relationships between motivational strategies and cognitive learning in distance education courses. *Distance Education*, 38(3), 302-320. doi:10.1080/01587919.2017.1369007

## **EMERGING LEARNING TECHNOLOGIES DIVISION AWARDS**

### **Immersive Learning Award: Linear Category**

**Ali Alshammari**, University of Tabuk

### **Immersive Learning Award: Non-Linear Category**

**Bruce Parson**, Radford University

## **EDUCATIONAL TECHNOLOGY RESEARCH AND DEVELOPMENT AWARDS**

### **Distinguished Development Award**

**Dr. Jan Elen**, KU Leuven

*For substantial and sustained research in the area of designing learning environments for complex learning outcomes.*

### **Distinguished Development Award**

**Dr. Jeremy Bailenson**, Stanford University

*For substantial and sustained research in the areas of psychology of virtual reality, immersive media, and virtual experiences for communication and learning.*

### **Outstanding Development Reviewer Award**

**Kaushal Kumar Bhagat**, Indian Institute of Technology

*For Distinguished Service to the ETR&D Development Board of Consulting Editors*

### **Outstanding Development Reviewer Award**

**Seng Chee Tan**,

*For Distinguished Service to the ETR&D Development Board of Consulting Editors*

### **Outstanding Research Reviewer Award**

**Fengfeng Ke**, Florida State University

*For Distinguished Service to the ETR&D Research Board of Consulting Editors*

### **Outstanding Research Reviewer Award**

**Jody S. Underwood**, Intelligent Automation, Inc.

*For Distinguished Service to the ETR&D Research Board of Consulting Editors*

## **INTERNATIONAL DIVISION AWARDS**

### **Distinguished International Service in Educational Communications and Technology**

**Dr. Danilo M. Baylen**, University of West Georgia

### **International Contribution Award**

**Anvar Sadath**, Kerala Infrastructure and Technology for Education (KITE @ Kerala, India)

### **Outstanding Journal Article Published in International Review of ETR&D**

**Insook Han**, Temple University; **Soo-yong Byun**, Penn State University; **Won Sug Shin**, Incheon National University

*“A comparative study of factors associated with technology-enabled learning between the United States and South Korea”*

### **Outstanding Student Practice of Educational Technology in an International Setting**

**Hsiao-Ping Hsu**, University of Texas at Austin

### **Presidential Service Award**

**Dr. Szu-Yueh Justine Chien**, University of Wisconsin-Extension

### **R. W. “Buddy” Burniske Award**

**Michele G. Stork, Jingshun Zhang, Charles Xiaoxue Wang**, Florida Gulf Coast University

*“Building Multicultural Awareness in University Students Using Synchronous Technology”*

### ORGANIZATIONAL TRAINING AND PERFORMANCE DIVISION AWARDS

#### OTP Division Conference Scholarships

**Brandon Moss**, University of South Alabama  
**Tugce Aldemir**, Pennsylvania State University

### RESEARCH & THEORY DIVISION AWARDS

#### Young Researcher Award

**Suhkyung Shin**, University of Seoul  
*“Scaffolding Students’ Inquiry-Based Learning in a  
Technology-Enhanced Classroom”*

#### AECT - Dean & Sybil McClusky Research Award

**David Schubert**, Nova Southeastern University  
Dissertation: *Toward a competency framework for the  
instructional design of complex, technology-mediated  
learning solution*

#### Outstanding Book Award

**Richard West**, Brigham Young University  
West, R. (2018). *Foundations of Learning and  
Instructional Design Technology (1st ed.)*. Available at:  
<https://lidtfoundations.pressbooks.com/>

#### Outstanding Empirical Journal Article Award

**Brian R. Belland**, **Andrew E. Walker**, Utah State  
University; **Nam Ju Kim**, University of Miami  
Belland, B., Walker, A., & Kim, N. (2017). A bayesian  
network meta-analysis to synthesize the influence of  
contexts of scaffolding use on cognitive outcomes in  
STEM education. *Review of Educational Research*, 87  
(6), pp. 1042–1081.

#### Outstanding Theoretical Journal Article Award

**Eunbae Lee**, The Catholic University of Korea;  
**Michael Hannafin**, Georgia State University  
Lee, E., & Hannafin, M. J. (2016). A design framework  
for enhancing engagement in student-centered learning:  
Own it, learn it, and share it. *Educational Technology  
Research and Development*, 64(4), 707-734.

#### Qualitative Inquiry Award

**Yan Chen**, Northern Illinois University  
Unpublished Research: *Parental perception and English  
Learners’ Mobile-assisted language learning: An  
ethnographic case study from a technology-based Funds  
of Knowledge approach*

#### Outstanding Service Awards

**Enilda Romero-Hall**, University of Tampa  
*For her service as President-Elect (2016), President  
(2017), and Immediate Past-President (2018) for the  
Research & Theory Division.*

#### Jenny Wakefield,

Dallas County Community College District  
*For her service as Professional Development  
Coordinator (2017) and Past Professional Development  
Coordinator (2018).*

### SYSTEMS THINKING & CHANGE DIVISION AWARDS

#### Distinguished Service Award

**Genevieve Gallant Ph.D.**,  
President, GG Consultants Limited

#### Outstanding Article Award

**Monica Sulecio de Alvarez**, Independent Consultant,  
Guatemala City, Guatemala; **Camille Dickson-Deane**,  
University of Melbourne, Parkville, Australia  
*“Avoiding educational technology pitfalls for inclusion  
and equity.”* *TechTrends*, 62(4), 345–353

#### SYSTEM CHANGE LEADER

##### Summit Public Schools

<https://www.summitlearning.org>

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

**Yeol Huh Ph.D.**, Emporia State University

### TEACHER EDUCATION DIVISION AWARDS

#### Best Proposal

**Matthew Wilson**, **Albert Ritzhaupt**,  
University of Florida

#### Outstanding Service Award

**Jason Siko**, Madonna University  
*For Outstanding and Dedicated Service to the Division of  
Teacher Education*

#### Smaldino & Herring Leadership Award

**Stacie Slusher**, Morehead State University

# University Reception Participants

Please Join Us for the AECT University Reception on Friday, October 26<sup>th</sup> from 6:15pm – 7:30pm in the *Muehlebach, Imperial Ballroom*



Baker University



East Carolina University



Indiana University



Korean Society for Educational Technology



Mississippi State University



Morehead State University



Old Dominion University



Purdue University



Seoul National University



University of Georgia



University of Hawai'i/Mānoa

## University Reception Participants

Please Join Us for the AECT University Reception on Friday, October 26<sup>th</sup>  
from 6:15pm – 7:30pm in the *Muehlebach, Imperial Ballroom*



Kansas State University



University of Missouri



University of North Texas



The University of New Mexico



University of South Carolina



University of Tennessee, Knoxville



Utah State University



Virginia Tech University



Walden University

### **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 27 concurrent sessions, four panel sessions, two roundtable sessions, one poster session, two governance meetings and the luncheon at this year's convention.

#### **Wed, Oct 24, 2018**

Little Boxes in Which to Dialogue [Online] Higher Education/Colleges Distance Education, Diversity Issues This presentation will share results of a qualitative study focused on asynchronous communication in a fully online class at the graduate level. The research concerned how dialogue and knowledge are constructed through the technological and discursive space of online discussion and reflect broader systematic forms of oppression in society and schooling. The analysis was guided by critical pedagogy, feminist theory, and actor-network-theory. The sample included seven students, the discussion board, their interactions, and several documents. "Maria Migueliz Valcarlos and Vonzell Agosto, University of South Florida, **from 5:35 to 6:00pm, Marriott, Bennie Morten A**

#### **Thu, Oct 25, 2018**

CLT Membership Meeting  
AECT members with interests at the intersection of culture, learning and technology are invited to attend the CLT Membership Meeting. **11:40am to 12:45pm, Muehlebach, Truman B**

CLT-Luncheon 1:00 to 2:00pm, **Muehlebach, Truman A**

McJulien Scholars Panel Join our best paper award winners as they lead presentations and discussion on The Black Panther Effect: Using Culture in Media to Empower and Teach Students of Color Schools/School Districts Diversity Issues, Multi-media The

Black Panther movie has shown that that diverse representation is desired and needed. A cultural revolution in movies can be profitable and engaging. People of color, especially the youth, are able to see actors who look like them in settings that are culturally rich and have positive role models. By exploring Bandura's social learning theory, this presentation will highlight how representation in media can create engaging informal and formal learning opportunities. Joi Moore, University of Missouri from **2:00 to 3:20pm, Muehlebach, Truman A**

Using Story-Telling and Role Play as a Learning Strategy for Incarcerated Women Higher Education/Colleges Technology Integration, Transformational Change Women represent a fast-growing segment of the criminal justice system, but counselors lack gender-responsive interventions and strategies to deal with substance abuse that often accompanies criminal behaviors. Storytelling has been used to reframe addictive and destructive behavior; however, less is known about using film and how the medium is presented to support women in prison. This qualitative narrative inquiry provides exploratory, narrative insights as to how film stories can provide therapeutic support for incarcerated women. "Elizabeth Johnston, Nola Veazie and Cheryl Burleigh University of Pheonix from **3:35 to 4:00pm, Muehlebach, Wilson**

"Multipurpose Practicum: Feeding a Hunger for Justice via a Required IDT Project Higher Education/Colleges Instructional Development, Problem Based Learning A masters-level practicum experience was designed to meet the mainstream goals of an IDT practicum, while also engaging an issue directly connected to social justice in a local community. Three students worked to learn about food insecurity in their college town and create an online hub to address immediate hunger needs, provide public education about the topic, and elicit support among community members not vulnerable to food insecurity, and do it in a non-stigmatizing way." Amy Bradshaw, University of Oklahoma, from **3:35 to 4:00pm, Muehlebach, Lido**

## Division & Affiliate Highlights

**Fri, Oct 26, 2018**

Toward Equitable CS Learning Environments: Exploring Perceptions of Underrepresented Students in CS Introductory Courses Higher Education/Colleges Diversity Issues, Interdisciplinary While CS course are increasingly offered in higher education to enhance problem-solving or computational thinking, lack of diversity (e.g., female, African- and Hispanic-Americans) in computing is still notorious. The study aims to understand perceptions and motivation differences between students from underrepresented minorities (URMs) and non-URMs in large-enrollment introductory CS courses. Analyzing survey responses from 625 students with MANOVA, the study observed significant perception and motivation differences. The study finding yields suggestion to design CS introductory courses to be more inclusive learning environments for all. YunJeong (Eunice) Chang, Leslie Cintron, Jim Cohoon, and Luther Tychonievich, University of Virginia, from **11:40am to 12:05pm, Muehlebach, Wilson**



Akeshia Horton  
Indiana University  
CLT President-Elect  
2018 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. Historically the division that attracts the highest number of proposals, we are pleased to have such a diverse group of scholars presenting their work in various forms. You are invited to join us for the special events we have scheduled at the conference, including:

**D&D Instructional Design Competition Meet & Greet**  
The AECT D&D Instructional Design Competition is for promising instructional design graduate students mentored by experts in the field. Meet finalists and mentors at this event.

Tues., Oct. 23, 6:00 pm – 8:00 pm  
Marriott, 12 Street

#### IDT Professor's Forum

All instructional personnel and program coordinators are invited to participate in the IDT Professor's Forum. The discussion topic will be "Preparing our students for success in our academic programs."

Wed., Oct. 24, 9:00 am – 12:00 pm  
Muehlebach, Truman B

#### D&D Instructional Design Competition

Finalists will showcase their solutions to the audience.

Wed., Oct. 24, 2:15 pm – 4:40pm  
Marriott, 12 Street

#### D&D Showcase

Visit the D&D Showcase to see specially selected instructional design in practice. Chat with designers and see the results of their work.

Wed., Oct. 24, 4:15 pm – 6:00 pm  
Muehlebach, Mezzanine

#### Welcome Reception

Please be sure to stop by the D&D table at the Welcome Reception for a meet and greet with the D&D Board and fellow division members. Participate in interactive events and win prizes!

Wed., Oct. 24, 6:00 pm – 7:00 pm  
Muehlebach, Barney Allis Lobby

#### D&D Awards Luncheon

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

Thurs., Oct. 25, 1:00 pm – 2:00 pm  
Muehlebach, Barney Allis Lobby

#### D&D - Membership Meeting

Discover ways to get more involved by attending our D&D Membership Meeting; meet the division's leadership and connect to other members. This meeting takes place directly after the D&D Awards Luncheon.

Thurs., Oct. 25, 2:00 pm – 3:20 pm  
Muehlebach, Barney Allis Lobby

## Division & Affiliate Highlights

### D&D - Awardee Presentations

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

Thurs., Oct. 25, 6:15 pm – 7:45 pm

Muehlebach, Truman B



Ross Perkins  
Boise State  
2018 President-Elect



Division of Distance Learning

The purpose of DDL is to represent those members of AECT whose interest is in the design, development, implementation, evaluation, management, research, and theory development of distance learning. DDL seeks to create a professional community for its members. DDL members have the opportunity to share professional experiences and learn from the experts in the field.

Please join us for an outstanding line of presentations at AECT18. There are sessions for Distance Learning administrators, instructors, designers and learners.

For the 2018 conference, DDL accepted 96 proposals including concurrent sessions, expert panels, round tables, and poster sessions on the topics of online teaching, informal learning, gamification, massive open online courses, training, presence in distance learning, e-learning leader, online student engagement, accessible online learning, data-driven decision making, open educational resources, systematic review of interaction and various distance education contexts.

DDL Membership Meeting – Friday, October 26th, 1:30 to 3:20 pm

Join us for the DDL Member Meeting & Dessert 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



Victoria Lowell  
Purdue University  
DDL President-Elect  
2018 Conference Planner

### DIVISION OF EMERGING LEARNING TECHNOLOGIES (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 has been an exciting year for DELT! Drs. John Curry and Pam Ponnors served as editors for the TechTrends special issue highlighting the division focus on innovative and emerging technologies. Board members have revised the division bylaws, a necessary and important task, specifying how the



## Division & Affiliate Highlights

division is governed. Division member input was requested and the bylaws will be approved at next division board meeting. A fourth immersive learning award related to instructional video was added to the list of awards offered through the division in addition to the existing linear, nonlinear, and graduate student awards. DELT is also launching a division logo contest to establish a stronger brand and identity for the division.

This year DELT presentations include 26 Concurrent, 2 Panel, 18 Roundtable, and 12 Poster Sessions. Division participation in the review process was excellent and the level of rigor was outstanding. These will be very good sessions. Thank you everyone that served as a proposal reviewer this year!

Would you like to take an active role in the future of this division? Are you interested in serving AECT and DELT? There are opportunities to serve. We hope you'll be able to attend many of the DELT sessions and the meetings and reception we have scheduled.

### *DELT-Board of Directors Meeting*

Tuesday, October 23, 2:20 to 3:20pm, Muehlebach, Nixon

### *DELT-Membership Meeting*

Thursday, October 25, 4:55 to 6:00pm, Muehlebach, Nixon

### *DELT-Immersive Learning Awards Reception*

Thursday, October 25, 6:15 to 7:30pm, Muehlebach, Rendezvous



Byron Havard  
University of West Florida  
DELT President-Elect  
2018 Convention Planner

## ELEARNING AFRICA

eLearning Africa focuses on ICT-enhanced education, training and skills development in Africa. It serves as a comprehensive annual meeting place for those concerned with developing eLearning capacities in Africa. Over 12 consecutive years, eLearning Africa has hosted 16,228 participants

from 100+ countries around the world, with over 85% coming from the African continent. More than 3,300 speakers have addressed the conference about every aspect of technology supported learning and skills development. If you want to know more about eLearning Africa, you can connect with Tataleni I. Asino ([tataleni.asino@okstate.edu](mailto:tataleni.asino@okstate.edu)) during the convention and attend the sessions below.

### **Wednesday, 24th October 2018**

• Electronic Marketing Orientation and Social Media Implementation in the Nigerian Educational Sector.

4:55 to 5:20pm, Muehlebach, Burgundy

This study investigate the relationship between electronic marketing orientation and social media implementation in the Nigerian educational industry.

- Chigozie Francisca Ibekwe, Imo State University

• Supporting Educational Change in Tunisia:

Instructional Design and Technology Training in a Tunisian Higher Education Context

5:35 to 6:00pm, Muehlebach, Burgundy

In this presentation the authors present the findings of a study that: (1) describes a unique instructional design and technology (IDT) training that took place in a Tunisian higher education context, and (2) investigates the training' overall worthiness and outcomes. - Victoria Abramenska-Lachheb, Ahmed Lachheb, Gamze OZOGUL, Indiana University

### **Thursday, 25th October 2018**

• Does it look like learning or teaching with technology? Technology integration in selected West African higher education settings

4:55 to 6:00pm, Muehlebach, Royal Exhibit Hall

This paper looks at technology integration to support learning and teaching in two institutions of higher learning in Cameroon and Nigeria. - Rebecca Yvonne Bayeck, Penn State University & Stella Okwuchi Onyeagbako, Imo State University



Asino Tataleni  
University of West Florida  
eLearning Africa  
2018 Convention Planner

## Division & Affiliate Highlights

### E/MERGE AFRICA

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 Nicola Pallitt (nicola.pallitt@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.

Wednesday, Oct 24, 3:35 to 4:40pm, Muehlebach, Lido  
How does an online professional development course create value for its participants?

Presenters will share their experiences with the Facilitating Online course, offered by the e/merge Africa network and University of Cape Town. This online course was designed to develop the capacity of educators and educational technologists in African higher education institutions to support learning in online and blended courses and networks. This entirely online course is designed to develop capacity in online facilitation among change agent educators in African higher education. - Nicola Pallitt, Tony Carr, & Alice Barlow-Zambodla, e/merge Africa.



Tony Carr  
e/merge Africa



Nicola Pallitt  
e/merge Africa



Alice Barlow-Zambodla  
e/merge Africa

### FEATURED RESEARCH

The Research & Theory Division proudly announces the following 2018 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 quantitative, qualitative, or mixed methods. After rigorous reviews and a strong competition, seven papers were selected. Each session features the presentation of the paper followed by critique, comment, and synthesis by a noted discussant:

#### **Reimaging the Chalk Talk: Animated Handwriting as a Social Cue to Improve Motivation in Multimedia Video Lessons**

Time: Wednesday, October 24

Presenters: Hillary Kaplowitz, Ginger S. Watson, Stefanie A. Drew, Mary Enderson

Discussant: Dr. Kui Xie, Ohio State University

#### **Exploring the Temporal Dimension of Learner Participation in Massive Open Online Course**

Time: Wednesday, October 24

Presenters: Hengtao Tang, Wanli Xing

Discussant: Dr. Jonathan Michael Spector, University of North Texas

#### **Understanding Transformative and Non-Transformative Discussion of Group Problem Solving Through Large-Scale Data Analytics**

Time: Thursday, October 25

Presenters: Wanli Xing

Discussant: Dr. Xue Ge

#### **Exploring the Effects of Pacing in Community College Courses**

Time: Thursday, October 25

Presenters: Robin D. Shepherd, John Baaki, Ginger S. Watson

Discussant: Dr. Wilhelmina Savenye

### Using Educational Technology to Support Project-based learning in a STEM + Computing Curriculum

Time: Friday, October 26

Presenter: Dazhi Yang, Yu-Hui Ching, Youngkyun Baek, Sasha Wang, Steve Swanson, Bhaskar Chittoori  
Discussant: Dr. Ikseon Choi

### Quantifying the Effect of Achievement Emotions on Student's Survival in Discussion Forums of MOOC's

Time: Friday, October 26

Presenter: Wanli Xing, Hengtao Tang, Bo Pei  
Discussant: Dr. Curtis J. Bonk, Meina Zhu

### Design Review of MOOCs: Application of e-Learning Design Principles

Time: Friday, October 26

Presenter: Eunjung Grace Oh, YunJeong Eunice Chang, Seung Won Park  
Discussant: Dr. Thomas C. Reeves



Yi-Chun Hong  
Arizona State University  
2018 Featured Research Coordinator

### GRADUATE STUDENT ASSEMBLY (GSA)

Graduate Student Assembly (GSA) is a group of creative, innovative, talented, and young minds from across the globe and throughout several established Universities and Colleges. We would like to enrich and diversify our talents, insights, efforts, enthusiasm, and inspiration to create the new structure of the future. Thus, we need you as a part of this amazing community of creative minds. The GSA Lounge is a great opportunity to find out how to get involved in the GSA initiatives and projects! The GSA Lounge at this year's convention is meant to be a place to connect with other GSA members, have a place to recharge yourself, hear about the division news and project updates, enjoy a delicious lunch, and find out about the graduate

student-oriented sessions designed to appeal to all conference attendees.

Please join us for an outstanding line of presentations and panels at AECT18. Below are just some of the highlights from the 17 sessions and the luncheon at this year's convention.

### Wednesday, October 24, 2018

*The Ins & Outs of the AECT Conference by the GSA*  
Are you a graduate student and new to AECT? If so, come learn about the Graduate Student Assembly, and meet other graduate students who attend AECT. This interactive session will give you a chance to meet other students, and will provide some tips and tricks for navigating your first conference!

11:00 AM to 12:00 PM, *Muehlebach, Roosevelt*

*GSA-AECT in Kansas City: From a Graduate Student Perspective*

You are invited to listen to the story of Kansas City from a local graduate student! In this interactive fireside chat, we will talk about (1) how to make most of our time at the AECT convention in Kansas City; (2) local job and educational opportunities for graduate students and new graduates; (3) social context of Kansas City to have a better understanding of its history and sociopolitical climate, and more. Join us as we travel through time and space to make friends with lovely Kansas City!  
Speaker: Michael Karlin, Indiana University

2:15 PM to 2:40 PM, *Muehlebach, Roosevelt*

*How to Review Proposals and Manuscripts: A Peer-Review Workshop*

When developing as leaders in AECT, graduate students are one of the best resources to assist in reviewing proposals for the Annual Conference. Come learn from GSA leaders on effectively and accurately reviewing these proposals and adding your expertise to future conference events.

2:55 PM to 4:00 PM, *Muehlebach, Roosevelt*

*Rethinking Academic Goals - Doing Good for Our Communities while Meeting Academic Expectations*  
'Giving back to the community' is not just a philanthropic concept for after we have arrived at

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## Division & Affiliate Highlights

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our successful selves, it is a mindset that we can use as Graduate students, - right now, gearing our educational efforts towards doing good for our community, within the boundaries of academia. Our expert panel of academic do-gooders will offer helpful tips for graduate students, to rethink their academic goals, and incorporate ideas to benefit their communities during the course of study. Speakers: Dr. Jennifer Maddrell, Designers for Learning; Dr. Enilda Romero-Hall, University of Tampa; Dr. Shamila Janki.

4:15 PM to 4:40, *Muehlebach, Roosevelt*

### *Reimagining the Future: Emerging 'Cool' Fields – Episode I: Computer Supported Collaborative Learning*

Are you interested in learning about the emerging cool fields that can enrich your research, design and teaching practices? Would you like to explore new perspectives that can boost your creative thinking? If so, we are inviting you to our series of interactive sessions: 'Reimagining the Future: Emerging 'Cool' Fields'. In this episode of the series, Dr. Tawfik will share his expertise with us, and talk about the current trends of the Computer Supported Collaborative Learning (CSCL) field, how those trends could inform our instructional design/educational technology research, design and teaching, and the future directions of the CSCL for your future research, design and teaching agendas. Speaker: Dr. Andrew Tawfik, University of Memphis

4:55 PM to 5:20, *Muehlebach, Roosevelt*

### *Meet the Divisions*

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!

5:35 PM to 6:00 PM, *Muehlebach, Roosevelt*

**Thursday, October 25, 2018**

### *Educational Technology and Social Equity*

Social equity issues within the educational technology field are primarily concerned with social justice and equity issues regarding availability, accessibility, equitable distribution and use of educational technologies among groups of people in an inclusive approach that encompasses traditionally oppressed or ignored groups of people in the society. The primary goal of this session is to trigger some awareness of such equity issues among graduate students as the future faculty and scholars in the field. Speakers: Dr. Amy C. Bradshaw, University of Oklahoma; Dr. Angela D. Benson, The University of Alabama; Dr. Deepak P. Subramony, Kansas State University

9:00 AM to 10:05 AM, *Muehlebach, Roosevelt*

### *Networking Tips and Tricks?*

Conferences provide excellent opportunities to build and maintain your network. Come hear the pros chat about the intentional creation and implementation of networking strategies. Geared specifically toward facilitating productive engagement during the Breakfast of Champions. Speakers: Dr. Tutaleni Asino, Oklahoma State University; Dr. Tonia Dousay, University of Idaho; Dr. Jennifer Weible, Central Michigan University

10:20 AM to 11:25 AM, *Muehlebach, Roosevelt*

### *Productive Struggle in Graduate School: Developing Habits to Transform Mistakes into Success Stories*

Graduate students encounter numerous challenges in conducting research, publishing, reconciling personal and professional aspects of their lives, and more. One of the most important traits in successful graduate students is the ability to perceive hardships and mistakes as opportunities to learn and grow. This session brings together former graduate students who will share their stories and offer advice on how to transform learning from mistakes into successful stories in graduate school. Speakers: Dr. Daisyane Barreto, University of North Carolina Wilmington; Dr. Sheri Conklin, UNC Wilmington

## Division & Affiliate Highlights

11:40 AM to 12:45 PM, *Muehlebach, Roosevelt*

*Publishing as a graduate student: Why? How? And What?*

This interactive session offers a practical set of advice and insights into the processes and structures of writing that will help establish an academic writing program and lead one to a series of writing successes. Speakers: Dr. Ana-Paula Correia, The Ohio State University; Dr. Curtis J. Bonk, Indiana University; Dr. Feng-Ru Sheu, Kent State University

2:15 PM to 3:20 PM, *Muehlebach, Roosevelt*

*Envisioning a Necessary Utopia: An Interdisciplinary and Multidimensional Approach to the Field*

As Malcolm Forbes once said, “Diversity: the art of thinking independently together.” So, let’s grasp our diversity! In this interactive session, 6 graduate students will share their diverse backgrounds and how they shaped their current research practices. We will discuss about how empowering interdisciplinary collaboration can enrich the diversity within the field. The subjects our panelists will cover are Game/Graphic Design, Teaching Practices, Psychology, Learning Analytics and Technology in Education, Faculty Development, and Applied Linguistics. Join us and enrich our critical discourse with your diversity! Let’s envision a necessary utopia for the future of the field together! Speakers: Dr. Begum Sacak, Ohio University; Beheshteh Abdi, Northern Illinois University; Kathy Essmiller, Oklahoma State University; Kiran Budhrani, UNC Charlotte; Sonia Tiwari, The Pennsylvania State University; Zixin Mao, Fordham University

3:35 PM to 4:40 PM, *Muehlebach, Roosevelt*

*Preparing your CV for the Job Market*

Are you soon to be on the job market? Not sure how to navigate the world of finding a job in academia? This session is dedicated to identifying the activities to participate in that will be the most impactful for your job perspectives as well as how to organize and identify gaps in your CV. There will be a discussion by the panelists and a Q & A from the audience. Tweet your questions @gsa\_aect up to an hour

before the session and we will try to fit as many as we can in! Speakers: Dr. Mark Jones, East Central University; Dr. Lisa Yamagata-Lynch, University of Tennessee; Dr. Anne Leftwich, Indiana University

4:55 PM to 6:00 PM, *Muehlebach, Roosevelt*

**Friday, October 26, 2018**

*Common Interview Questions and How to Answer Them*

Are you soon to be on the job market? Not sure how to navigate the world of finding a job in academia? This session is dedicated to going over the most common interview questions in academia and how to answer them articulately. There will be a discussion by the panelists and a Q & A from the audience. Tweet your questions @gsa\_aect up to an hour before the session and we will try to fit as many as we can in! Speakers: Dr. Mark Jones, East Central University; Dr. Lisa Yamagata-Lynch, University of Tennessee; Dr. Sylvia Rogers, Auburn University

9:00 AM to 10:05 AM, *Muehlebach, Roosevelt*

*Reimagining the Future: Emerging ‘Cool’ Fields – Episode III: Makerspaces*

Are you interested in learning about the emerging cool fields that can enrich your research, design and teaching practices? Would you like to explore new perspectives that can boost your creative thinking? If so, we are inviting you to our series of interactive sessions: ‘Reimagining the Future: Emerging ‘Cool’ Fields’. In this episode of the series, Dr. Ge will share her expertise with us, and talk about the current trends in Makerspaces, how those trends could inform our instructional design/educational technology research, design and teaching, and the future directions of the Makerspaces for your future research, design and teaching agendas. Speaker: Dr. Xun Ge, University of Oklahoma.

10:20 AM to 10:45 AM, *Muehlebach, Roosevelt*

*Reimagining the Future: Emerging ‘Cool’ Fields – Episode II: Computational Thinking*

Are you interested in learning about the emerging cool fields that can enrich your research, design and teaching practices? Would you like to explore

## Division & Affiliate Highlights

new perspectives that can boost your creative thinking? If so, we are inviting you to our series of interactive sessions: ‘Reimagining the Future: Emerging ‘Cool’ Fields’. In this episode of the series, Dr. Peter Rich will share his expertise with us, and discuss how the field of computational thinking has emerged as an interdisciplinary field of research in education, instructional design, and psychology. Speaker: Dr. Peter Rich, Brigham Young University

11:00 AM to 11:25 AM, *Muehlebach, Roosevelt*

### *Possible Grant Opportunities and Writing Tips for Grant Applications*

This session provides general guidelines for grant writing in instructional technology field. It is organized according to the following stages of the writing process: I) researching funding opportunities; and II) writing and submitting the grant proposal. This session will cover some of the resources and databases available to search for grant funding for dissertations awards (external to your university), post-doctoral fellowships, and future academic positions. Writing and crafting a grant proposal builds on persuasive skills used to prepare dissertation proposals and involves a different perspective towards writing. Grant writing tips for preparing complete, compliant, and competitive grant proposals will be also provided. Speaker: Donna Martin, Northern Illinois University

11:40 AM to 12:45 PM, *Muehlebach, Roosevelt*

### *Membership Meeting & Luncheon*

Join us for our annual GSA meeting and luncheon! Meet our outgoing and incoming officers who have accomplished and will accomplish exceptional work, and hear about incoming officers’ wonderful plans for the 2018-2019 term. This is also an opportunity to learn about GSA leadership opportunities. If you haven’t done so already, this is the perfect opportunity to consider a leadership position for 2019-2020, and you can also get involved in the GSA initiatives and projects as volunteer officers in the 2018-2019 term. Lunch is only \$10 and includes vegetarian, gluten free, vegan, and turkey sandwiches, salad, potato chips, cookies, and soft

drinks. Please visit the AECT convention registration page to register for this event.

1:00 PM to 2:00 PM, *Muehlebach, Rendezvous*

### *Tips from Insiders: How to Publish in Journals from Journal Editors*

Two journal editors, Albert Ritzhaupt from University of Florida and Chuck Hodges from Georgia Southern University will have a panel session on publishing in certain journals. The editors will inform AECT members on tips for publishing, the expectations of journal editors, and suggestions for writing articles for academic journals. Speakers: Dr. Albert Ritzhaupt, University of Florida; Dr. Chuck Hodges, Georgia Southern University

2:15 PM to 3:20 PM, *Muehlebach, Roosevelt*



Tugce Aldemir  
Pennsylvania State University  
2018 Convention Planner

## INTERNATIONAL DIVISION (INTL)



**Jenny Johnson (JKJ) Hospitality Center** is open to everyone from Wednesday to Friday 9-4pm. A place for quiet time or connecting with colleagues/friends. Come check out the “Dr. Is In” & “Stories from Home” events! So stop by, grab a chair or join a table! We are looking forward to seeing you here!



### **Membership Meeting**

Thursday, Oct 25, 3:35 - 4:40 pm, Muehlebach, Tea Room



### **2018 INTERNATIONAL DIVISION AWARDS RECIPIENTS**

#### **Presidential Service Award**

Dr. Szu-Yueh Justine Chien, University of Wisconsin-Extension

#### **International Contribution Award**

Anvar Sadath, Kerala Infrastructure and Technology for Education (KITE), Govt of Kerala, India.

**Distinguished International Service in Educational Communications and Technology**  
Dr. Danilo M. Baylen, University of West Georgia.

**Jenny Johnson Intern**  
Miaoting Cheng, University of Hong Kong.

**Outstanding Student Practice of Educational Technology in an International Setting**  
Hsiao-Ping Hsu, University of Texas at Austin.

**Outstanding Journal Articles**  
*ETR&D International Review*,  
Article Title: "Building Multicultural Awareness in University Students Using Synchronous Technology"  
Authors: Michele G. Stork, Jingshun Zhang, and Charles Xiaoxue Wang.  
*TechTrend International Perspectives*,  
Article Title: A comparative study of factors associated with technology-enabled learning between the United States and South Korea  
Authors: Insook Han, Soo-yong Byun, and Won Sug Shin.



**Dinner, Award ceremony & Auction**  
Thursday, Oct 25, 6:15 - 10:00 pm,  
Muehlebach, Barney Allis Lobby



**Panels, Concurrent Presentations, Roundtables and Posters from different countries including:** China,

El Salvador, Ghana, India, Japan, Kyrgyzstan, Korea, Libya, Nigeria, Saudi Arabia, Taiwan, Turkey, US & Vietnam.

Roundtable/ Poster Sessions: Thursday, Oct 25, 4:55 - 6:00 pm, Muehlebach, Royal Exhibit

*Note: Please check the online schedule for up-to date times and locations.*



Briju Thankachan Ph.D.  
Ohio University  
President-Elect  
2018 International Division  
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 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 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 and roundtable sessions here at AECT.

**Thursday, October 25, 2018**

11:40 - 12:45 pm, Muehlebach, Burgundy

**Concurrent Session:** Visual Media on Social Media: Visualizing Winners in a Philippine Election  
**Contributor:** Danilo M. Baylen, University of West Georgia

**Contributor:** Kiran Budhrani, University of North Carolina Charlotte

4:55-6:00 pm, Muehlebach, Royal Exhibit Hall  
**Roundtable Session:** Is Visual Literacy (VL) a Failed Metaphor?

**Contributor:** Ming-Yu Li, Virginia Polytechnic Institute and State University

## Division & Affiliate Highlights

Interested in knowing more about IVLA? Please join us for an informal gathering in the Jenny K. Johnson International Hospitality Suite, Thursday, October 25 from 2:00 - 3:30 pm.

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



Danilo M. Baylen  
University of West Georgia  
2018 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.

#### Wednesday, October 24th, 2018

2:15pm to 2:40pm – Relationship between Interaction and Learner Engagement in Online Learning Environments, *Muehlebach, Burgundy*

2:55pm to 3:20pm – A Study on the Applicability of Rapid Prototyping in Instructional Systems Design Methodology for the Development of Educational Programs in Public Institutions, *Muehlebach, Burgundy*

3:35pm to 4:00pm – Elementary Teachers' Perception on Students' Competencies, Teachers' Roles, and Instruction in the Fourth Industrial Revolution, *Muehlebach, Burgundy*

4:15pm to 4:40pm – An Automatic Measure of Cross-Language Text Structures, *Muehlebach, Burgundy*

4:55pm to 6:00pm - Current Trends of Learning, Design, and Technology in South Korea: The KSET Community's Perspective, *Muehlebach, Lido*

#### Thursday, October 25th, 2018

1:00pm to 2:00pm – KSET Luncheon, *Muehlebach, Rendezvous*

2:55pm to 3:20pm – Instructional Design for Conceptual Understanding of Variables in Computer Science Education, *Muehlebach, Burgundy*

3:35pm to 4:00pm – Physiological Analytics: Investigating Learner Attention, Engagement, and Achievement with Interactive Visualizations in Learning Statistical Concepts, *Muehlebach, Burgundy*

4:15pm to 4:40pm – Factors Influencing Visually Impaired Users' Intention to Adopt Mobile Applications based on the UTAUT model, *Muehlebach, Trianon E*

4:15pm to 4:40pm – A Study on the Cognitive Characteristics of Computer-gifted Students: Qualitative Analysis of Computer Programming, *Muehlebach, Burgundy*

4:55pm to 6:00pm – Roundtable/Poster Session, *Muehlebach, Royal Exhibit Hall*



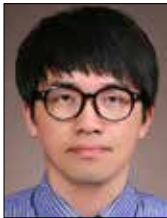
## Division & Affiliate Highlights



Cheolil Lim  
2018 KSET President  
Seoul National University



Sanghoon Park  
2018 KSET Convention Planner  
University of South Florida



Jewoong Moon  
2018 KSET Convention  
Coordinator  
Florida State University

### LEADERSHIP DEVELOPMENT COMMITTEE (LDC)

Learning for All is our conference theme this year in Kansas City, and your Leadership Development Committee has sessions planned for every member in AECT who is a leader!

Thursday is our day of impact and contribution to our AECT members. Please add these sessions to your personal convention calendars and plan on attending. We present sessions on mentoring, advancing the organization, and exploring the impacts of motherhood on women's careers.

#### Tuesday, October 23

**4:30 to 6:00 pm** First Timer's Orientation  
*Muehlebach, Barney Allis Lobby*

Come join us, whether you're a first timer to our conference or have attended many conferences. This is a special evening session planned to introduce first time attendees to our conference, our leadership, and our organization. Please come and join the fun!

#### Wednesday, October 24

**9:00 am to 12:00 pm** *Marriott, ML Williams B*  
LDC Sponsored Workshop: Q Methodology  
Primer: A Mixed Methods Approach to Research  
(preregistration required)  
Cost = \$15.00

#### Thursday, October 25

**10:20 to 11:25 am** LDC – Roundtables sponsored by the LDC; join us in *Muehlebach, Truman A* for these:

- Cultivating a Mentoring Relationship: Lesson Learned through the AECT Leadership Internship Program
- Motherscholar: LotherLeader
- Reach Them to Teach Them through

#### Mentoring and Leadership

*11:40 to 12:05 pm Muehlebach, Wilson*

Our 2017 AECT Leadership Intern Class will present the Class Project: Facilitating Organizational Advancement through Membership Data Analysis.

Come see what this group of scholars and future leaders in AECT have discovered in this Concurrent Session!

*12:20 to 12:45 pm Muehlebach, Wilson*

The LDC sponsors a Concurrent Session on Mentoring for Success: Graduate Student Mentors Perceptions on the Impact of a 1:1 Technology Mentoring Program for Faculty

This session will explore how we can improve these types of mentoring programs, while better supporting our graduate students' development!

*2:15 to 3:20 pm Muehlebach, Wilson*

AECT's Mid-Career Professional Initiative A Concurrent Session, sponsored by the LDC will assist mid-career members in exploring careers in administration/leadership within your institution or organization.

#### Friday, October 26

**7:45 to 8:45 am** *Muehlebach, Imperial Ballroom*  
Come and join the Leadership Development Committee (LDC) of AECT. This is our annual face-to-face committee meeting where we will reflect on our impact on the conference and our efforts to

## Division & Affiliate Highlights

provide leadership development for the members of AECT. We will also begin to commit and plan projects/initiatives for the following year and our work ahead!



Linda L. Campion  
East Carolina University  
LDC Chairperson  
LDC 2018 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 practices, library management pedagogy, cogent collaboration techniques and approaches that align with New Jersey's curricular standards, plus 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 as well as participate in Leadership activities of NJASL and AECT for the year. The final 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 as well as their professional life.

**This year NJASL has one concurrent session.**

### Friday, October 26, 2018

10:20 – 10:45 am, in Muehlebach, Burgundy

A Wrinkle in Time can save Libraries: The Power of Science in Informal Learning Spaces

The reimagined modern classic A Wrinkle in Time should inspire a new mandate for Libraries: Reinvent yourselves and look cooler to appeal to potential Science Fiction/Fantasy and Science fans. STEM, technology ethics, situated learning, inquiry design, and collaboration can all be taught if the Library approaches the design of an informal learning space. This presentation explores what has been and what can be done to make Libraries effective informal learning spaces.



Leslie Blatt  
Retired Library Media Specialist  
NJASL Liaison to AECT 2018  
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, roundtable, and poster presentations by academics, students, 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 and the Welcome Reception. On Friday, OTP and STC will be hosting their first joint awards luncheon.

## Division & Affiliate Highlights



Brittnee Fisher  
St. John River State College  
President-Elect  
2018 Conference Chair

### THE PENNSYLVANIA ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY (PAECT)

As an AECT affiliate, the Pennsylvania Association for Educational Communications and Technology (PAECT) would like to welcome all attendees to the 2018 AECT Convention. Dr. Lynn Hummel Ed. D. is the AECT representative from PAECT for the 2018 AECT Convention. Dr. Hummel is an Assistant Professor of Instructional Technology at Bloomsburg University located in Bloomsburg, Pennsylvania. As part of his work with PAECT, Dr. Hummel co-founded the Technology Education Research Symposium (TERS) event with PAECT Past President Dr. Shirley Campbell Ed. D.

PAECT is proud to announce the TERS 2018 Educational Technology Impact Award for best paper in Higher Education will be presented as a session at the 2018 AECT Convention. Dr. Ian McCoog Ed. D. will present “The Role of the Humanities in the 21st Century College Curriculum” on Friday, Oct 26 at 11 A.M. in Muehlebach, Burgundy.

Pictured from left to right: Dr. Shirley Campbell – Past President PAECT, Dr. Ian McCoog – TERS 2018 Award Winner, & Dr. Lynn Hummel - AECT Representative for PAECT. To learn more about TERS by PAECT and to submit a proposal for TERS 2019, please visit <https://www.smore.com/mvnaf>

PAECT would also like to recognize the delegation of 2018 AECT attendees who are students at Penn State University. These students are also members

of the PAECT Penn State Student Chapter. The PAECT Student Chapter at Penn State University is advised by Dr. Josh Kirby Ph.D. PAECT would like to recognize their contributions to the field of educational technology and for their commitment to the 2018 AECT Convention.



Lynn Hummel  
Bloomsburg University  
2018 Convention Planner

### RESEARCH & THEORY DIVISION (RTD)

Please join us for a power-packed set of presentations spanning a wide array of research topics. Sessions include basic and applied research using quantitative, qualitative, mixed, and meta-analysis methods. There are sessions on existing and new theories, as well as publication in the field including a new series of open-access textbooks

republishing classical educational technology articles. Sessions will be of interest to researchers, distance learning administrators, instructional designers, instructors, and learners. Our lineup includes:



## Division & Affiliate Highlights

- 56 concurrent presentations on topics of critical and computational thinking, problem solving, competency, scaffolding, feedback, achievement, validation, efficacy, creativity, engagement, design, and ethical practice, in social media, virtual, mobile, multimedia, online, STEM, and makerspace learning environments, for a variety of learner audiences including K-12, higher education, and military.
- 3 expert panels discussing educational technology research over the past 20 years, formative evaluation and assessment (or both), and women's caucus for instructional design researchers (welcome to all).
- 10 roundtables and 3 posters on topics such as communities of practice, cyberbullying, diagnostic training, digital wisdom, individual and distributed cognition, digital education resources, practicum experiences, learner-generated drawing, and an update on TechTrends 2018.

**Join us on Thursday, October 25, for:**

- **RTD Membership Meeting –11:40 a.m.-12:45 p.m., Muehlebach, Lido**
- **RTD/DD Awards Luncheon – 1:00-2:00 p.m., Muehlebach, Barney Allis Lobby**

Come celebrate with us during the luncheon as we recognize the recipients of the following RTD awards:

- Dean and Sybil McClusky Research Award (Supported by the ECT Foundation)
- Outstanding Empirical Journal Article
- Outstanding Theoretical Journal Article
- Outstanding Book Award
- AECT Young Researcher Award (Sponsored by Springer Publishing)
- AECT Qualitative Inquiry Award (Supported by the ECT Foundation)
- Outstanding Research and Theory Division-Sponsored Proposal
- RTD Outstanding Service Award

*To learn more about RTD and get more involved, stop by the **RTD table** at the **Welcome Reception***

*on Wednesday, October 24, 6:15-7:30 p.m., Muehlebach, Barney Allis Lobby.*



Ginger Watson  
University of Virginia  
RTD President-Elect

### **THE SOCIETY OF INTERNATIONAL CHINESE IN EDUCATIONAL TECHNOLOGY (SICET)**

The Society of International Chinese in Educational Technology (SICET) is a nonpolitical, non-profit academic organization. The organization's goal is to aggregate international Chinese scholars and experts in the field of educational technology to encourage academic cooperation and support among members. The mission of SICET is to establish and strengthen academic international connections, exchanges, research, and studies in educational technology for teaching and learning, as well as to promote the application of educational technology in Chinese education. We welcome you to visit our website at <http://sicet.org> and to know about us.

As one of the affiliates of AECT, SICET will offer a unique and exciting program at this year's convention. 28 sessions will be presented as concurrent, roundtable and poster sessions aligning with this year's convention theme: Learning for All. In addition, we have invited outstanding educational scholars to deliver keynotes and participate in our sessions that focus on the discussion about Learning for All.

SICET-Keynotes (Wednesday, October 24th 2:15 to 3:20 pm, Marriott, Andy Kirk B)

- What is successful ill-structured problem solving? Expert models vs. learner patterns: Implications for Instructional Design – Dr. Xun Ge, University of Oklahoma

## Division & Affiliate Highlights

• Global Digital Learning: From Personalized to Open – Dr. Chih Hsiung Tu, Northern Arizona University

SICET Membership Meeting (Thursday, October 25th 11:00 am - 12:20 pm, Marriott, Andy Kirk B)

SICET Luncheon (Thursday, October 25th 12:20 pm – 2:00 pm, Marriott, MetropolitanKC)

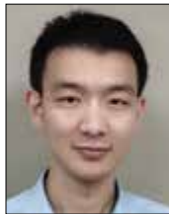
We look forward to meeting you in Kansas City, Missouri!



Hsin-Tzu (Tommy) Chen  
SICET Program Chair and  
Planner  
Chinese Culture University



Hengtao Tang  
SICET Program Co-Chair  
and Planner  
Pennsylvania State University



Wanli Xing  
SICET Program Co-Chair  
and Planner  
Texas Tech University

### SCHOOL MEDIA & TECHNOLOGY DIVISION (SMT)

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 PK-12 school environment.

Join us at the Wednesday night Welcome Reception where we'll have a fun and creative way for you to be involved! We'd love to see you at the SMT Luncheon and Membership meeting on Friday, October

26th from 1:00 to 3:00 pm at the Drum Room located at the Hilton President Hotel. For more details, see <http://tinyurl.com/smt2018lunch>. Stay connected with us during the conference and throughout the year on our Facebook page at <https://www.facebook.com/groups/schoolmediatechnology/>.

Our sessions this year cover a variety of topics for both scholars and practitioners in the field, from integration to future trends. Attendees can find sessions on innovative practices useful in both formal and informal learning environments, such as virtual reality, digital literacy, STEM, maker spaces, game development, computational thinking, and more. We'll also feature a panel on the library's role in supporting inquiry-based learning.

Be sure to check out the online program for all the SMT session details and information. We look forward to seeing you.



Michele Garabedian Stork  
Florida Gulf Coast University  
SMT President-Elect  
2018 Conference Planner

### SYSTEMS THINKING AND CHANGE DIVISION (STC)

The Systems Thinking and Change (STC) Division is a thriving community of learners, teachers, and doers. We are a group of people who want to shape change in diverse organizational environments by thinking through the process together. We collaborate on practical applications, theories, quality research, and data driven systems thinking models that create and inform new avenues of impact and inquiry through its applications in emerging fields and technologies. Presentations for this year come from all around the world and bring many perspectives on how systematic approaches to change can have impact in industry, k-12 education, higher education, and healthcare.

## Division & Affiliate Highlights

Please join STC's programming at this year's conference as we influence Learning for All through systems thinking and change strategies. Some highlights from this year's program include:

### Wednesday, Oct 24

2:15 to 2:40 pm *Muehlebach, Truman A*

Leading by Design: Practical Guidelines for Flexible Participative Learning Environments

2:55 to 3:20 pm *Muehlebach, Wilson*

Rescue Inhaler Instruction: Changes in Learning and Self-Efficacy using Gagne's Events of Instruction

### Thursday, Oct 25

9:00 to 10:05 am *Muehlebach, Truman A*

Roundtable Discussions

Topics include: project management, standards alignment, ethical decision making, social and intellectual capital, and instructional design for change.

10:20 to 10:45 am *Muehlebach, Eisenhower*

Facilitating Change through Systems: A Rural High School Going from the Bottom to the Top

11:00 to 11:25 am *Muehlebach, Eisenhower*

School Leaders' Reflective Blogs Inspire Systemic Change: Descriptive Case Study

### Friday, Oct. 26

11:00 to 11:25 am *Muehlebach, Eisenhower*

Fostering Change through Faculty Professional Development

11:40 am to 12:05 pm *Muehlebach, Eisenhower*

Implementation of a Cloud-Based Solution for Learning: A Systems Approach to Large-Scale Organizational Change

Join us for our joint awards lunch with Organizational Training and Performance (OTP) division and our Membership Meeting:

1:00 to 2:00 pm

Awards Lunch

2:15 to 3:20 pm

Membership Meeting

**Congratulations to our STC Award Winners:  
Outstanding Article**

- Monica Sulecio de Alvarez, Independent Consultant, Guatemala City, Guatemala.
- Camille Dickson-Deane, University of Melbourne, Parkville, Australia.

Sulecio de Alvarez, M., & Dickson-Deane, C.

(2018). Avoiding educational technology pitfalls for inclusion and equity. *TechTrends*, 62(4), 345–353.

<http://doi.org/10.1007/s11528-018-0270-0>

### System Change Leader

Summit Public Schools <https://www.summitlearning.org>

### The Charles M. Reigeluth Emerging Researcher

Yeol Huh Ph.D., Emporia State University.

### Distinguished Service

Genevieve Gallant Ph.D., President, GG Consultants Limited, Newfoundland and Labrador, Canada.

Systems Thinking & Change congratulates all award recipients and nominees who seek to solve complex problems! We look forward to seeing you around the conference.



M. Aaron Bond,  
Virginia Tech  
President-Elect  
2018 Conference Planner

### TEACHER EDUCATION DIVISION (TED)

The Teacher Education Division (TED) is a dynamic and diverse group of educators focused on creating effective learning environments for diverse learners through technology integration. TED promotes theory, research and practice to support educators' knowledge, skills, and dispositions as they use technology in varied contexts. We are excited to bring you a wide variety of conference sessions for teacher educators, teachers, and anyone and everyone in the business of learning!

*What types of TED-focused sessions can I attend in 2018?*

This year there are 32 concurrent sessions, 10 roundtables, 2 panels, 10 poster presentations and

## Division & Affiliate Highlights

two TEDcamps so there are multiple options for you can learn and participate at the level you wish with the time you have. Sessions address a wide variety of technological classroom influences, such as designing an instrument to measure the cognitive load technology adoption can use, reflecting to improve teacher practice via the use of video, virtual reality implementations, personalized learning, and more about the latest in ed tech research and trends.

Further, multiple sessions examine the TPACK framework with respect to varied aspects of teacher education. Finally, we have sessions sharing research on teachers that learn and thrive despite current obstacles, barriers, and public perception challenges. In short, TED has something for just about everyone associated with teacher development, research, and ongoing teacher practice.

*Are there any other types of sessions offered by TED?*

Our popular TEDCamp format is back, with two sessions designed for “time to play” with new ideas, gadgets, and how to use tech tools in the classroom while attendees engage directly with the presenters in real time. We’re also featuring two panel sessions this year: One on the role micro-credentials can take in teacher professional development for technology integration, and one sharing how the School, Media and Technology (SMT) and TED divisions are related yet different.

*Are there any social TED events this year?*

Back by popular demand, TED is hosting the second annual Game Night Social Event on Wednesday, October 24th, after the Welcome Reception. This informal session gives participants and onlookers alike a chance to unwind and meet new people while talking shop (or not) and playing games. One of this year’s featured games (Park Squabble) was created and published by a student! Whether you come to hang out and play OR bring one of your own favorite games (perhaps an international or regional favorite like Euchre), everyone will learn and have fun! Gamify your AECT learning experience and enjoy a light-hearted and non-competitive environment (no official prizes, but feel free to put your personal or college reputation on the line).

*How do I connect with TED to learn more?*

Connect with us at the Membership Meeting on Thursday, October 25th, 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!



Tracy Russo  
Ferris State University  
TED President-Elect  
2018 Convention Planner

### **AECT GOVERNANCE MEETINGS**

#### **AECT Board of Directors Meeting I**

Tue, Oct 23 - 8:00 am – 11:30 pm, Muehlebach, Truman B

#### **AECT Board of Directors Meeting II**

Sat, Oct 27 - 8:30 am – 12:00 pm, Muehlebach, Truman B

#### **AECT Foundation Board of Trustees Meeting 1**

Tue, Oct 23 – 2:20 pm- 4:30 pm, Marriott, Executive Boardroom

#### **AECT Foundation Board of Trustees Meeting 2**

Friday, Oct 26 – 8:00 am- 10:30 am, Muehlebach, Taft

#### **AECT Membership Meeting**

Time: Fri Oct 26 2018, 4:55 to 6:00pm Muehlebach, Colonial Ballroom

#### **ETR&D Joint Editorial Board Meeting**

Thur, Oct 25 – 9:00 am- 10:05 am, Muehlebach, Truman B

#### **Tech Trends Editorial Board**

Thur, Oct 25 – 10:20 am – 11:25 am, Muehlebach, Taft

#### **Handbook Advisory Board**

Wed., Oct 24 – 11:00 am- 12:00 pm, Marriott, Executive Boardroom

#### **Journal of Formative Design in Learning Board**

Friday, Oct 26 – 7:00 am- 8:00 am, Muehlebach, Trianon E

### **AECT DIVISION GOVERNANCE MEETINGS**

#### **Culture, Learning and Technology -Board of Directors Meeting**

Tue Oct 23 2018, 1:10 to 2:10pm Muehlebach, Tea Room

#### **Culture, Learning and Technology -Board of Directors Meeting-New**

Thu Oct 25 2018, 4:55 to 6:00pm Muehlebach, Taft

#### **Culture, Learning and Technology -Membership Meeting**

Thu Oct 25 2018, 11:40 to 12:45pm Muehlebach, Truman B

#### **Design & Development-Board of Directors Meeting**

Tue Oct 23 2018, 4:15 to 5:15pm Muehlebach, Truman B

#### **Design & Development-Membership Meeting**

Thu Oct 25 2018, 2:00 to 3:20pm Muehlebach, Barney Allis Lobby

#### **Distance Learning -Board of Directors Meeting**

Tue Oct 23 2018, 1:10 to 2:10pm Muehlebach, Roosevelt

#### **Distance Learning -Membership Meeting**

Fri Oct 26 2018, 1:30 to 3:20pm Muehlebach, Truman A

#### **Distance Learning -New Board of Directors Meeting**

Fri Oct 26 2018, 3:35 to 4:40pm Muehlebach, Rendezvous

#### **Emerging Learning Technologies-Board of Directors Meeting**

Tue Oct 23 2018, 2:20 to 3:20pm Muehlebach, Nixon

#### **Emerging Learning Technologies-Membership Meeting**

Thu Oct 25 2018, 4:55 to 6:00pm Muehlebach, Nixon

#### **International Division-Board of Directors Meeting**

Tue Oct 23 2018, 2:20 to 3:20pm Muehlebach, Roosevelt

#### **International Division-Membership Meeting**

Thu Oct 25 2018, 3:35 to 4:40pm Muehlebach, Tea Room

#### **Organizational Training & Performance-Board of Directors Meeting**

Tue Oct 23 2018, 2:20 to 3:20pm Muehlebach, Tea Room

#### **Organizational Training & Performance-Membership Meeting**

Fri Oct 26 2018, 11:40 to 12:45pm Muehlebach, Burgundy

#### **Research & Theory-Board of Directors Meeting**

Tue Oct 23 2018, 2:20 to 3:20pm Muehlebach, Truman B

#### **Research & Theory-Membership Meeting**

Thu Oct 25 2018, 11:40 to 12:45pm Muehlebach, Lido

#### **School Media & Technology-Board of Directors Meeting**

Tue Oct 23 2018, 1:10 to 2:10pm Muehlebach, Nixon

#### **School Media & Technology-Membership Meeting**

Fri Oct 26 2018, 2:15 to 3:20pm Muehlebach, Off-Site

#### **Systems Thinking & Change-Board of Directors Meeting**

Tue Oct 23 2018, 1:10 to 2:10pm Muehlebach, Truman B



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## Governance and Committees

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**Systems Thinking & Change-Membership Meeting**  
Fri Oct 26 2018, 2:15 to 3:20pm Muehlebach, Wilson

**Teacher Education-Board of Directors Meeting**  
Tue Oct 23 2018, 3:30 to 4:30pm Muehlebach, Nixon

**Teacher Education-Membership Meeting**  
Thu Oct 25 2018, 10:20 to 11:25am Marriott, Andy Kirk A

### **AECT AFFILIATE MEETINGS**

**ICEM-Board/Membership Meeting**  
Tue Oct 23 2018, 3:30 to 4:30pm Muehlebach, Roosevelt

**SICET-Membership Meeting**  
Time: Thu Oct 25 2018, 11:00 to 12:20pm Marriott, Andy Kirk B

### **AECT COMMITTEE MEETINGS**

**2019 National Convention Planning**  
Sat Oct 27 2018, 7:30 to 8:30am Muehlebach, Truman A

**AECT/D&D Instructional Design Competition  
2019 Planning Committee**  
Fri Oct 26 2018, 2:15 to 3:20pm Muehlebach, Taft

**AECT Awards Committee**  
Wed Oct 24 2018, 2:15 to 3:20pm Marriott, Executive Boardroom

**Definition & Terminology Committee (Thur)**  
Thu Oct 25 2018, 11:40 to 12:45pm Muehlebach, Taft

**Definition & Terminology Committee (Wed)**  
Wed Oct 24 2018, 11:00 to 12:00pm Muehlebach, Taft

**History & Archives Committee**  
Thu Oct 25 2018, 9:00 to 10:05am Muehlebach, Taft

**Leadership Development Committee**  
Fri Oct 26 2018, 7:45 to 8:45am Muehlebach, Imperial Ballroom

**Learner Engagement SIG Committee**  
Thu Oct 25 2018, 2:15 to 3:20pm Muehlebach, Taft

**Organization & By-Laws Committee**  
Wed Oct 24 2018, 3:35 to 4:40pm Muehlebach, Taft

**PIDT 2019 Planning**  
Wed Oct 24 2018, 2:15 to 3:20pm Muehlebach, Taft

**Professional Ethics Committee (Fri)**  
Fri Oct 26 2018, 3:35 to 4:40pm Muehlebach, Taft

**Professional Ethics Committee (Thur)**  
Thu Oct 25 2018, 3:35 to 4:40pm Muehlebach, Taft

**Strategic Planning Committee**  
Wed Oct 24 2018, 9:50 to 10:50am Muehlebach, Taft

# Planning Committee

## 2018 AECT INTERNATIONAL CONVENTION PROGRAM PLANNING COMMITTEE

Trey Martindale, AECT President-Elect and International Convention Chair, Mississippi State University

Linda L. Campion, International Convention Planner, East Carolina University

### *AECT DIVISIONS*

#### **Culture, Learning, and Technology**

Akesha Horton, Indiana University

#### **Design and Development**

Ross Perkins, Boise State University

#### **Design and Development Showcase**

Matthew Schmidt, University of Cincinnati

#### **Distance Learning**

Victoria Lowell, Purdue University

#### **Emerging Learning Technology**

Byron Havard, University of West Florida

#### **Featured Research**

Yi-Chun Hong, Arizona State University

#### **Graduate Student Assembly**

Tugce Aldemir, Pennsylvania State University

#### **International Division**

Brijun Thankachan, Ohio University

#### **Organizational Training and Performance**

Brittnee Fisher, St. John River State College

#### **Research and Theory**

Ginger Watson, University of Virginia

#### **School Media and Technology**

Michele Garabedian Stork, Florida Gulf Coast University

#### **Systems Thinking and Change**

M. Aaron Bond, Virginia Tech

#### **Teacher Education**

Tracy Russo, Ferris State University

### *AECT AFFILIATES*

#### **e/merge Africa**

Tony Carr, Nicola Pallitt, & Alice Barlow-Zambodla,

#### **AECT Foundation**

Chris Miller, Moorehead State University

#### **AECThailand**

Jaitip Nasongkhla, Chulalongkorn University

#### **Association of Science, Education and Technology**

#### **Graduate Student Assembly**

Tugce Aldemir, Pennsylvania State University

#### **Hong Kong Association of Educational**

#### **Communications and Technology**

Wendy Chan

#### **Indonesian Professional Association of Educational Technology**

#### **International Visual Literacy Association**

Danilo Baylen, University of West Georgia

#### **Japan Society for Educational Technology**

Katsuaki Suzuki, Kumamoto University

#### **Korean Society for Educational Technology**

Cheolil Lim, Seoul National University; Sanghoon Park, University of South Florida, Jewoong Moon, Florida State University

#### **Leadership Development Committee**

Linda L. Campion, East Carolina University

#### **Malaysia Educational Technology Association**

#### **New England School Library Association**

Charlie White, Retired

#### **New Jersey Association of School Librarians**

Leslie Blatt, Retired, SMT Representative to AECT Board

#### **Pennsylvania Association of Educational**

#### **Communications and Technology**

Lynn Hummel, Bloomsburg University

#### **Professors of Instructional Design and Technology**

#### **Society of International Chinese in Educational**

#### **Technology**

Hsin-Tzu (Tommy) Chen, Chinese Culture University;

Hengtao Tang, Pennsylvania State University; & Wanli Xing,

Texas Tech University

#### **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

Amy Chen, Accountant

Terry Cortese, Design & Graphics Coordinator

### *ACKNOWLEDGEMENTS*

Ana Donaldson (University of Northern Iowa, Retired),

*Breakfast with Champions Coordinator*

Denise Tolbert (National University) President-Elect

*AECT Foundation*

Steve Harmon

*AECT Past President & AECT Awards Chair*

Jerry Hubbard (Walden University),

*Job Placement Center Coordinator*

## Workshops

### TUESDAY, OCTOBER 23

#### **Making a Seamless Transfer to Online Teaching: Everything you Need to Know**

8:30 AM - 4:00 PM

Marriott - Julia Lee A

Presenter: **Laura Gray**, UWI

In this workshop, every aspect of online and teaching and learning will be examined: from the differences between face-to-face and online teaching to effectively setting up and maintaining an online course to creating a genuine human presence in your own online courses. Attendees will participate in large- and small-group discussions, and the latest research on online teaching and learning will be presented.

#### **Design Thinking for Instructional Designers**

8:30 AM - 4:00 PM

Marriott - Bennie Morten A

Presenter: **Jason McDonald**, Regent University

This workshop will teach the skills of design thinking—an approach to intentional change that is responsive to the diverse situations instructional designers may face on the job. Upon completion, participants will have a new approach for solving educational problems that will help them create high-quality learning approaches, and that can be applied in a variety of situations including their work to better assist populations that have traditionally been underserved by educational systems.

#### **Let's Collaborate! An Interactive Design & Development Workshop**

8:30 AM - 4:00 PM

Marriott - ML Williams B

Presenter: **Megan Conners Murtaugh**, Independent Consultant

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!

#### **User Experience and Usability Testing Within the Sociotechnical Process - Methods, Challenges and Pitfalls**

8:30 AM - 4:00 PM

Marriott - ML Williams

Presenter(s): **Isa Jahnke, Hao He, Yen-Mei Lee, Minh Thi NgocPham, Gayathri Sadanala, Joi Moore**, University of Missouri

Contributor(s): **Neeley Current, Carl Jordan Hewitt**, University of Missouri

User experience methods support work among designers, programmers and users to analyze work and learning processes with the aim to improve technologies. The full day workshop has the goal of introducing user experience (UX) projects including client communication, goal negotiation, conducting the study, methods, results and presentation of recommendations. Participants will develop an understanding and get the opportunity to apply a set of methods with hands-on material.

#### **Design Layers and Functional Design: A Hands-on Experience**

8:30 AM - 4:00 PM

Marriott - Andy Kirk B

Presenter(s): **Andrew Gibbons**, Brigham Young University

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

#### **Creating interactive websites using WordPress in an authentic context**

8:30 AM - 4:00 PM

Marriott - Jay McShann A

Presenter(s): **Albert Ritzhaupt, Max Sommer**, University of Florida

This workshop will engage participants in building interactive websites to 1) establish an ePortfolio for a researcher's or designer's digital identity, and 2) create an interactive eBook using the content management system, WordPress. The architecture and taxonomy of the WordPress system will be covered to illustrate features like templates, plug-ins, and widgets. Prior programming experience in HTML, CSS, JavaScript, PHP, and MySQL is not required; however, participants will need access to a webserver capable of hosting WordPress.

## Workshops

### Serious Game Design and Development

8:30 AM - 4:00 PM

Marriott - Julia Lee B

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

This workshop introduces participants to serious game design and development. The workshop covers information related to playing, designing, and developing serious games for educational purposes. The workshop takes place during two sessions. During the first, participants become familiarized with serious game design and receive hands-on experience, practicing examples and discussing them in small groups. The second session focuses on the development and publication of games. No computer coding background is needed. This workshop is BYOD!

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

8:30 AM - 4:00 PM

Marriott - Jay McShann B

Presenter(s): **Max Hale Cropper**, Five Star Performance Solutions; **Joanne Pamela Bentley**, The Abreon Group

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

### K-12 Digital Game-based Learning: Designing Open and Affordable Digital Learning Games

8:30 AM - 4:00 PM

Marriott - Bennie Morten B

Presenter(s): **Miguel (Miko) Nino**, Virginia Tech

In this instructional design practice workshop in teacher education, participants will explore the instructional design principles behind digital game-based learning and how they can be used to design and develop digital learning games. In general, digital game-based learning requires a lot of financial and technological resources, which makes it difficult for it to be available to a larger number of K-12 teachers and students in certain parts of the country. This workshop will teach participants strategies to design and develop digital game-based learning at low cost, providing an opportunity to any student to experience this instructional trend, while keeping instructional soundness.

### Teaching Kids to Code (and teachers too!)

8:30 AM - 4:00 PM

Marriott - Andy Kirk A

Presenter(s): **Peter Rich**, Brigham Young University

In this day-long workshop, participants will explore the fundamentals of programming multiple perspectives. This will include: unplugged lessons, micro:bits, robots, and eTextiles. The second-half of the day will feature hands-on lessons with block-based coding. Participants will create curricula and materials that can be used to integrate computing with core elementary topics.

## WEDNESDAY, OCTOBER 24

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

9:00 am to 12:00 pm

Marriott - Executive Boardroom

Presenter(s): **Ikseon Choi**, The University of Georgia

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>).

### Use of Online Community of Inquiry Syllabus Rubric for Course Developers and Collaborators

9:00 am to 12:00 pm

Marriott - Bennie Morten B

Presenter(s): **Gurupreet K Khalsa**, University of South Alabama; **Sandra Rogers**, Spring Hill College

The syllabus serves as an action plan, which can be used as a resource for collaboration with instructional designers. In this session, participants will discuss how the Online Community of Inquiry Syllabus Rubric (Rogers & Van Haneghan, 2015) can be used to pinpoint course development discussions (or self-review) on cognitive presence, social presence, and teaching presence for distance education instructors. Research and development of the rubric, worked samples, and rubric rater training will be provided.

## Workshops

### Developing Yourself as an Asset for Instructional Design Careers in Higher Education and Private Industry

9:00 am to 12:00 pm

Marriott - Bennie Morten A

Presenter: **Daniel Waterhouse**, Underground Learning & Design

This workshop examines the process of creating a marketable portfolio for instructional design related careers in higher education and private industry based on the skills, artifacts, and experiences developed in educational technology or instructional design graduate degree programs. The workshop is designed for people looking to enter instructional design or related field as a career, and/or those desiring to showcase their body of professional work as an advertisement for future opportunities in instructional design related careers.

### Instructional Designers as Writers

9:00 am to 12:00 pm

Marriott - Jay McShann A

Presenter: **Kathleen W. Ingram**, Purdue University Global

The types of writing projects that instructional designers are expected to create are vast and varied. However, these multiple forms of writing are not directly taught in most instructional design programs. Good writing takes time and practice and a basic knowledge of the types of writing required in the field in which one is employed. In this workshop the participants will explore several types of writing projects and apply a writing model to one.

### Planning for Change Through a Systems Thinking Approach

9:00 am to 12:00 pm

Marriott - Julia Lee B

Presenter(s): **Suha Tamim**, University of South Carolina, **Beth Rajan Sockman**, East Stroudsburg University of Pennsylvania

This workshop aims at facilitating the understanding of systems thinking through the development of a plan for change through a systems thinking approach. It is designed to provide participants with hands-on experiences that deconstruct the process systematically, in an engaging and collaborative setting, culminating in a product that can be used as a blueprint for change in any work setting. The workshop format will consist of short presentations and group activities facilitated by the presenters.

### Q Methodology Primer: A Mixed Methods Approach to Research

9:00 am to 12:00 pm

Marriott - ML Williams B

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.

### From Competency Definition to Assessment Design: Preparing for Competency-Based Education

9:00 am to 12:00 pm

Marriott - Jay McShann B

Presenter(s): **Secil Caskurlu**, Purdue University, **Iryna Ashby**, Purdue University

With the growing number of competency-based education (CBE) programs in higher education, major challenges faced by faculty/instructors, students, and program directors are developing comprehensive competencies and designing effective assessments that align with the competencies. To this end, this workshop aims to introduce the techniques and approaches for competency and assessment development in CBE.

### Heroes Rise Up: Course Design for Students who have Disabilities (and those who don't)

9:00 am to 12:00 pm

Marriott - ML Williams A

Presenter(s): **Ludy (Ludwika) Aniela Goodson**, Purdue University Fort Wayne, **Xiaokai Jia**, Indiana University

In this workshop, we begin with the presumption that all students deserve to participate equally, accessible design is not just a set of technical chores, and instructors genuinely care about student learning. We will look at what blocks access for students who have disabilities and provide timesaving productive accessibility strategies with readability design and effective tools for Word, PDFs, PowerPoints, Forms, and Captions, and we will extend design principles to teaching practice.

### Paperless Processes with Google Drive

9:00 am to 12:00 pm

Marriott - Julia Lee A

Presenter: **Tonia A. Dousay**, University of Idaho

Whether you're an adept user of apps like Docs, Forms, and Sheets or a novice, this workshop will help you. Add-ons like Choice Eliminator can with easy scheduling or selection tasks common in courses. Confirmation emails or mail merge functions provided by FormMule and Autocrat can help a variety of contexts. All participants will complete project

## Workshops

analysis survey to identify specific apps and add-ons to cover in this tailored Google Drive workshop hosted by a Certified Google Trainer.

### **How to Tell Your Data Story with Interactive Visualizations**

*9:00 am to 12:00 pm*

*Marriott - Andy Kirk A*

Presenter: **Cathy Green**, Oklahoma State University

Attendees of this workshop have the opportunity to explore the world of data visualizations and how to convert data into meaningful and insightful graphics. Participants will learn and practice techniques for creating a variety of innovative visualizations designed to engage a wide audience including students, professionals, teachers, and researchers as well as the general public with their research. No prior experience with data visualization tools is required.

## **SATURDAY, OCTOBER 27**

### **Redesign Your Course into a Competition-Based Game-Show Format**

*9:00 am to 12:00 pm*

*Muehlebach – Hoover*

Presenter: **Kiran Budhrani**, UNC Charlotte

This workshop highlights strategies to redesign your course into a semester-long game-show that develops students' skills while promoting active learning and fun in the classroom. Participants will apply the "Iron Chef" game show as an anchor to convert an existing classroom-based course to a competition-based curriculum with rewards and challenges. Participants will be expected to work redesign their course and present a "game plan."

### **Culturally Responsive Instructional Design in the Online Environment**

*9:00 am to 12:00 pm*

*Muehlebach - Nixon*

Presenter: **Amy Marie Grincewicz**, Kent State University

Culturally responsive pedagogy and practice facilitates and supports the achievement of all students. In designing online courses for multicultural diversity, designers must both implement instructional design best practices, but also pay special attention to designing course structure, components, and interaction opportunities that attend to the cultural diversity of students. The purpose of this workshop is to promote culturally responsive instructional design in online courses by having participants develop culturally responsive online course materials.

### **Creating Text Adventures, Branching Narratives, and Case-Based e-Learning Tools with Twine**

*9:00 am to 12:00 pm*

*Muehlebach - Taft*

Presenter: **Lucas John Jensen**, Georgia Southern University

This workshop will survey the evolution of text-based adventure games and branching narratives, with a particular focus on the free, open source, HTML-based game engine Twine. Attendees will create a rudimentary video game, a branching narrative story, a case-based learning project, and a prototype during this session, then shown how to share, upload, and embed their work.

### **Mixed Methods Research Techniques: A Step by Step Approach for Instructional Design Researchers**

*9:00 am to 12:00 pm*

*Muehlebach - Roosevelt*

Presenter: **Zahira Merchant**, San Francisco State University

Identifying yourself as a quantitative researcher or a qualitative researcher may limit your ability to explore a broader range of research questions. Where qualitative researchers report on how and why of the research questions, the quantitative researchers inform about how many, who, where, and when. Either can give only a part of the complete picture. Then, why not consider using mixed method research design? Learn how to decide if mixed methods approach is the correct paradigm to apply, to develop mixed methods research questions, explore the role of sampling, to compare and contrast the mixed methods approach with quantitative and qualitative research approach.

### **Making Thinking Visible with Technology**

*9:00 am to 12:00 pm*

*Muehlebach - Eisenhower*

Presenter(s): **Clif Mims**, University of Memphis

With freely available Web 2.0 tools and mobile apps students can be empowered to provide evidence of their thinking and demonstrate their understanding of course content in multiple ways (text, images, audio, video, presentations, artwork, and more). Lessons and activities that integrate the Visible Thinking routines with technology often simultaneously incorporate 21st century skills. Thus, Making Thinking Visible with Technology (MTVT) provides opportunities to embed students in rich learning opportunities that weave together many of the tenants and best practices for which educational innovations and reform measures call. Strategies for designing lessons and practical tips for implementation will be shared. This session is BYOD. "It's not about the technology. It's about learning."

# KEY ISSUES IN LEARNING DESIGN AND TECHNOLOGY SERIES

Now inviting proposals for individual books or edited volumes on:

- Big data
- Flipped classrooms
- Data visualization
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Translate cutting-edge research from developments in instructional design and technology into approachable, cross-disciplinary resources. Provide new insights into complexities, challenges, and implications for pedagogy and practice.

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TECHNOLOGY



### 001. Intern Meeting - 0 Tuesday

7:00 am to 8:00 am

Muehlebach - Truman A

Chair:

**Megan Conners Murtaugh**, *Independent Consultant*

### 002. AECT -Board of Directors Meeting I

8:00 am to 11:30 am

Muehlebach - Truman B

### 003. 5 Star Course Design: Hands on Evaluation & Re-Design for Educational Transformation

Workshop - Registration Required

8:30 am to 4:00 pm

Marriott - Jay McShann B

Presenters

**Max Hale Cropper**, *Five Star Performance Solutions*

**Joanne Pamela Bentley**, *The Abreon Group*

### 004. Creating interactive websites using WordPress in an authentic context

Workshop - Registration Required

8:30 am to 4:00 pm

Marriott - Jay McShann A

Presenters

**Albert Dieter Ritzhaupt**, *University of Florida*

**Max Sommer**, *University of Florida*

### 005. Design Layers and Functional Design:

**A Hands-on Experience**

Workshop - Registration Required

8:30 am to 4:00 pm

Marriott - Andy Kirk B

Presenters

**Andrew Smith Gibbons**, *Brigham Young University*

### 006. Design Thinking for Instructional Designers

Workshop - Registration Required

8:30 am to 4:00 pm

Marriott - Bennie Morten A

Presenters

**Jason K McDonald**, *Brigham Young University*

### 007. K-12 Digital Game-based Learning: Designing Open and Affordable Digital Learning Games

Workshop - Registration Required

8:30 am to 4:00 pm

Marriott - Bennie Morten B

Presenters

**Miguel (Miko) Nino**, *Virginia Tech*

### 008. Let's Collaborate! An Interactive Design & Development Workshop

Workshop - Registration Required

8:30 am to 4:00 pm

Marriott - ML Williams B

Presenters

**Megan Conners Murtaugh**, *Independent Consultant*

### 009. Making a Seamless Transfer to Online Teaching: Everything you Need to Know

Workshop - Registration Required

8:30 am to 4:00 pm

Marriott - Julia Lee A

Presenters

**Laura E Gray**, *University of the West Indies*

### 010. Serious Game Design and Development

Workshop - Registration Required

8:30 am to 4:00 pm

Marriott - Julia Lee B

Presenters

**Ali Alshammari**, *Purdue University*

### 011. Teaching Kids to Code (and teachers too!)

Workshop - Registration Required

8:30 am to 4:00 pm

Marriott - Andy Kirk A

Presenters

**Peter Rich**, *Brigham Young University*

### 012. User Experience and Usability Testing Within the Sociotechnical Process – Methods, Challenges and Pitfalls

Workshop - Registration Required

8:30 am to 4:00 pm

Marriott - ML Williams A

Presenters

**Isa Jahnke**, *University of Missouri-Columbia*

**Neeley Current**, *University of Missouri*

**Hao He**, *University of Missouri Columbia*

**Yen-Mei Lee**, *University of Missouri-Columbia*

**Minh Thi Ngoc Pham**, *University of Missouri, Columbia, USA*

**Carl Jordan Hewitt**, *University of Missouri*

**Gayathri Sadanala**, *University of Missouri, Columbia*

**Joi Moore**, *University of Missouri*

### 013. The AECT Leadership Luncheon (RSVP-Invitation only)

11:30 am to 1:00 pm

Muehlebach - Barney Allis Lobby



**014. 2018 Early Career Symposium - Tuesday**

1:00 pm to 6:00 pm  
Muehlebach - Truman A

Chair:

**Feng-Ru Sheu**, Kent State University

**015. CLT-Board of Directors Meeting**

1:10 pm to 2:10 pm  
Muehlebach - Tea Room

Chair:

**Akesha M Horton**, United States Air Force

**016. DDL-Board of Directors Meeting**

1:10 pm to 2:10 pm  
Muehlebach - Roosevelt

Chair:

**Victoria Lowell**, Purdue University

**017. SMT-Board of Directors Meeting**

1:10 pm to 2:10 pm  
Muehlebach - Nixon

Chair:

**Dennis Beck**, University of Arkansas

**018. STC-Board of Directors Meeting**

1:10 pm to 2:10 pm  
Muehlebach - Truman B

Chair:

**M. Aaron Bond**, Virginia Tech

**019. AECT Foundation Board of Trustees Meeting I**

2:20 pm to 4:30 pm  
Marriott - Executive Boardroom

Chair:

**Chris Miller**, Morehead State University

**020. DELT-Board of Directors Meeting**

2:20 pm to 3:20 pm  
Muehlebach - Nixon

Chair:

**Byron Havard**, University of West Florida

**021. INTL-Board of Directors Meeting**

2:20 pm to 3:20 pm  
Muehlebach - Roosevelt

Chair:

**Briju Thankachan**, Ohio University

**022. OTP-Board of Directors Meeting**

2:20 pm to 3:20 pm  
Muehlebach - Tea Room

**023. RTD-Board of Directors Meeting**

2:20 pm to 3:20 pm  
Muehlebach - Truman B

Chair:

**Ginger S Watson**, University of Virginia

**024. ICEM-Board/Membership Meeting**

3:30 pm to 4:30 pm  
Muehlebach - Roosevelt

**025. TED-Board of Directors Meeting**

3:30 pm to 4:30 pm  
Muehlebach - Nixon

Chair:

**Tracy Russo Amalfitano**, Ferris State University

**026. D&D-Board of Directors Meeting**

4:15 pm to 5:15 pm  
Muehlebach - Truman B

Chair:

**Ross Perkins**, Boise State University

**027. First Timer's Orientation**

4:30 pm to 6:00 pm  
Muehlebach - Barney Allis Lobby

**028. AECT/D&D Instructional Design Competition**

**Meet & Greet**  
6:00 pm to 8:00 pm  
Marriott - 12 Street Meeting Room

## 029. Intern Meeting - 1 Wednesday

7:30 am to 8:30 am

Muehlebach - Taft

Chair:

**Megan Conners Murtaugh**, *Independent Consultant*

## 030. 2018 Early Career Symposium - Wednesday

8:00 am to 12:00 pm

Muehlebach - Truman A

Chair:

**Feng-Ru Sheu**, *Kent State University*

## 031. [NR]SICET-Use computer games to help in habit formation: a report of first phase investigation

8:40 am to 9:05 am

Marriott - Andy Kirk B

Contributor(s): **Tianyi Zhang**, East China Normal University; **Xiaoqing Gu**, ECNU

How to facilitate the habit formation has been the interest of behavior scientists, thus a lot work on technologies designed with this regard. This proposal reports the first phase of our on-going study aims to design and develop habit formation games, purpose of which is to influence the attitudes and behaviors in order for people to build good habits. In this report the games that are supposed to help habit formation will be analyzed.

## 032. AECT "Pit Stop" Hospitality - Wednesday

9:00 am to 6:00 pm

Muehlebach - Lobby Bar - Pit Stop

AECT wishes to welcome all our members and guests to the 2018 Convention! The Pit Stop is a chance to re-fuel, change your tires, and get needed quick repairs. This conference is a chance for that same re-charge of your professional development! First Timers, Retired Members, International Members, Graduate Students, and ALL attendees... We will also have a few charging stations available in the Pit Stop to plug-in and re-charge your mobile devices to keep you up and running! Please use the Pit Stop as a space to gather anytime during the conference to meet new colleagues, greet old friends, or just connect with others! Hours are Wednesday through Friday, 9am-4pm.

## 033. D&D-IDT Professor's Forum: Preparing our students for success in our academic programs

9:00 am to 12:00 pm

Muehlebach - Truman B

Presenter(s): **Albert Dieter Ritzhaupt**, University of Florida; **Florence Martin**, University of North Carolina Charlotte; **Enilda Romero-Hall**, University of Tampa; **Rick West**, Brigham Young University; **Dongho Kim**, University of Florida; **Andrew Tawfik**, University of Memphis; **Ross Perkins**, Boise State University

This panel will focus on the guiding question of "How do we prepare our students to successfully fulfill their careers as researchers (e.g., faculty) or practitioners (e.g., instructional designers) in our academic programs?" Academic programs in our field are known by many names (West et al., 2017), including instructional design and technology, educational technology, learning design and technology, learning technologies, instructional systems, and more. Our academic programs also vary by degree type (bachelors, master, specialist, and doctorate), focus of coursework, duration to completion and credit hours, delivery mode (i.e., blended, online, or face-to-face), and overall emphasis (research, practice, or both). However, one thing we share in common is the great responsibility of preparing our students for successful careers as either researchers or practitioners.

## 034. Developing Yourself as an Asset for Instructional Design Careers in Higher Education and Private Industry

Workshop - Registration Required

9:00 am to 12:00 pm

Marriott - Bennie Martin A

Presenters:

**Daniel Watanabe**, *Underground Learning & Design*

## 035. From Competency Definition to Assessment Design: Preparing for Competency-Based Education

Workshop - Registration Required

9:00 am to 12:00 pm

Marriott - Jay McShann B

Presenters

**Secil Caskurlu**, *Purdue University*

**Iryna Ashby**, *Purdue University*

- 036. Heroes Rise Up: Course Design for Students who have Disabilities (and those who don't)**  
**Workshop - Registration Required**  
9:00 am to 12:00 pm  
Marriott - ML Williams A  
Presenters  
**Ludy (Ludwika) Aniela Goodson**, *Purdue University Fort Wayne*  
**Xiaokai Jia**, *Indiana University*
- 037. How to Tell Your Data's Story with Interactive Visualizations**  
**Workshop - Registration Required**  
9:00 am to 12:00 pm  
Marriott - Andy Kirk A  
Presenters  
**Cathy Green**, *Oklahoma State University*
- 038. Innovative Case-Based E-Learning Design for Enhancing Real-World Problem Solving: Three Principles and Seven Strategies**  
**Workshop - Registration Required**  
9:00 am to 12:00 pm  
Marriott - Executive Boardroom  
Presenter(s): **Ikseon Choi**, *The University of Georgia*  
  
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>).
- 039. Instructional Designers as Writers**  
**Workshop - Registration Required**  
9:00 am to 12:00 pm  
Marriott - Jay McShann A  
Presenters  
**Kathleen W. Ingram**, *Purdue University Global*
- 040. Paperless Processes with Google Drive**  
9:00 am to 12:00 pm  
Marriott - Julia Lee A  
Presenter: **Tonia A. Dousay**, *University of Idaho*
- 041. Planning for Change Through a Systems Thinking Approach**  
**Workshop - Registration Required**  
9:00 am to 12:00 pm  
Marriott - Julia Lee B  
Presenters  
**Suha Tamim**, *University of South Carolina*  
**Beth Rajan Sockman**, *East Stroudsburg University of Pennsylvania*
- 042. Q Methodology Primer: A Mixed Methods Approach to Research**  
**Workshop - Registration Required**  
9:00 am to 12:00 pm  
Marriott - ML Williams B  
Presenters  
**Brandy Walker**, *University of Georgia*
- 043. Use of Online Community of Inquiry Syllabus Rubric for Course Developers and Collaborators**  
**Workshop - Registration Required**  
9:00 am to 12:00 pm  
Marriott - Bennie Morten B  
Presenters  
**Gurupreet KKhalsa**, *University of South Alabama*  
**Sandra Rogers**, *Spring Hill College*
- 044. SICET-A Systematic Review of Factors Influencing Faculty Adoption of Open Textbooks**  
9:15 am to 9:40 am  
Marriott - Andy Kirk B  
Presenter(s): **Zhongrui Yao**, *Florida State University*;  
**Vanessa Dennen**, *Florida State University*  
  
This review examines the corpus of research focused on OERs, especially focusing on the application of open textbooks. The finding shows that articles mainly examined the relationship between faculty's adoptions of open textbooks and the five primary factors: 1) the features of open textbooks, 2) the quality of open textbooks, 3) time, 4) efficacy of open textbooks, 5) discipline differences. It concludes by discussing best practices for promoting successful adoption of open textbooks. (73 words)
- 045. AECT/D&D Competitor Orientation & Setup**  
9:50 am to 12:00 pm  
Marriott - 12 Street Meeting Room  
Chair:  
**Dan Schuch**, *AECT*

### 046. Committee: Strategic Planning

9:50 am to 10:50 am

Muehlebach - Taft

### 047. SICET-Examining the Dynamic Process of Multitasking with Mobile Phone

9:50 am to 10:15 am

Marriott - Andy Kirk B

Presenter(s): **Liping Deng**, Hong Kong Baptist University; **Lin Lin**, University on North Texas  
Contributor(s): **Kelly Ku**, Hong Kong Baptist University

This study zooms in the source of interruption associated with mobile phones and the process of task switching on the part of Hong Kong university students during self-study time. It will reveal the dynamic process of multitasking and the interplay among various individual, social, technological, and task-related factors that influence students' multitasking with phone. The findings will inform practitioners and researchers on why and how students multitask with mobile phones.

### 048. SICET-Effect of Background Music on Spatial Tasks

10:25 am to 10:50 am

Marriott - Andy Kirk B

Presenter(s): **Debbie Cockerham**, University of North Texas; **Lin Lin**, University on North Texas  
Contributor(s): **Zhengsi Chang**, UT Dallas

This study investigates the question: To what extent does background music impact performance on a spatial task? 135 participants completed the Kohs block design test in four different sound environments: silence, white noise, calm music, and fast music. Results showed strongest task performance for participants in three of the four age groups while listening to fast music, with significant differences seen between age groups. Correlations, secondary findings, and implications are discussed.

### 049. Committee: Definition & Terminology (Wed)

11:00 am to 12:00 pm

Muehlebach - Taft

### 050. GSA-The Ins & Outs of the AECT Conference by the GSA

11:00 am to 12:00 pm

Muehlebach - Roosevelt

Presenter(s): **Nate Turcotte**, Penn State University

Are you a graduate student and new to AECT? If so,

come learn about the Graduate Student Assembly, and meet other graduate students who attend AECT. This interactive session will give you a chance to meet other students, and will provide some tips and tricks for navigating your first conference!

### 051. Handbook Advisory Board

11:00 am to 12:00 pm

Muehlebach - Trianon E

Chair:

**MJ Bishop**, AECT Board Member

### 052. SICET-Teacher Educators' Reflection on an Intercultural Online Collaboration Project: A Self Study

11:00 am to 11:25 am

Marriott - Andy Kirk B

Presenter(s): **Ying Wang Shen**, University of Northwestern - St. Paul

This presentation will report a collaborative self-study by four teacher educators on an intercultural online collaboration project for pre-service teachers. The project took place in 2015-2016 academic year among two universities in U.S. and one university in South Korea, 2016 fall semester between the two universities in U.S., and 2017 spring semester among the two universities in U.S. and one university in Taiwan. Preliminary findings indicate challenges of and a need for such collaborative projects.

### 053. SICET-Developing Problem-Solving Skills Through Situational Design: An Alternative Approach To Design Problem-Solving Instruction

11:35 am to 12:00 pm

Marriott - Andy Kirk B

Presenter(s): **Lin Zhong**, Southern Illinois University Carbondale; **Huiruo Chen**, University of South Florida

This study aims to advance problem-solving instruction by proposing the situational design mode. Situational design model emphasizes that students' learning differences in learning ability and motivation should be considered in problem-solving instruction. The following questions will be answer: 1) what is problem-solving skill? 2) how problem-solving skills should be taught? 3) why we need to consider learners' differences in cognitive abilities and motivation in problem-solving instruction? 4) how to address learners' differences in instructional design?

### 054. Jenny K. Johnson International Hospitality Center -

Wednesday

12:00 pm to 3:00 pm

Muehlebach - Lobby Bar - International

Facilitators:

**Briju Thankachan**, Ohio University

**Szu-Yueh Justine Chien**, University of Wisconsin-Extension

An oasis of friendly smiles and warm hellos. A place for quiet time, connecting with colleagues/friends, and resting weary feet in familiar surroundings. Yes, this is the JKJ Hospitality space - for you and a hundred more of your international friends - ensuring you have a productive and fun AECT experience. Come check out the "Dr. Is In" & "Stories from Home" events! So stop by, grab a chair or join a table! We are looking forward to seeing you here!

### 055. Keynote Speaker: Jeffrey Buller, Ph.D.

12:30 pm to 2:00 pm

Muehlebach - Imperial Ballroom

**Knowing yourself, and collaborating with all kinds of people to get things done**

Contributor(s): **Jeffrey Buller**, Florida Atlantic University  
Our Keynote speaker, Jeffrey L. Buller, is Florida Atlantic University's Director of Leadership and Professional Development. He came to this position after ten years as dean of FAU's Harriet Wilkes Honors College and more than thirty years of academic leadership experience in positions ranging from department chair to vice president for academic affairs at Loras College, Georgia Southern University, and Mary Baldwin College. Dr. Buller also serves a senior partner in ATLAS: Academic Training, Leadership, & Assessment Services, through which he has presented numerous workshops on academic leadership all over the world.

### 056. AECT/D&D Instructional Design Competition

2:15 pm to 4:40 pm

Marriott - 12 Street Meeting Room

AECT and the members of Design and the Development Division of AECT coordinate the 2018 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 three teams have been selected for the third and final phase of the competition and their mentors are:

- Sustainable Design Solutions, LLC: Holly Greene & Synthia Clark, University of Tennessee Knoxville.  
Mentor: Dr. Shauna Bona

- Blue Lions: Smruti Shah & Bridgette Epps, Old Dominion University. Mentor: Dr. Kathy Ingram

- Team4Future: Xinyue Ren & Yang Lai, Ohio University. Mentor: Dr. Lequisha Brown-Joseph

### 057. CLT-Addressing "Culture" in Educational Technology Scholarship and Practice

2:15 pm to 3:20 pm

Marriott - Bennie Morten B

Presenter(s): **DEEPAK PREM SUBRAMONY**, KANSAS STATE UNIVERSITY; **Amy C Bradshaw**, University of Oklahoma; **Tutaleni I. Asino**, Oklahoma State University; **Patricia Young**, Uni. of Maryland Baltimore Co.

Contributor(s): **Camille Dickson-Deane**, University of Melbourne; **Roberto Joseph**, Hofstra University

This panel - comprised of leading reformist voices in educational communications and technology (ECT) - discusses the challenging and thought-provoking issue of effectively addressing "culture" in the context of scholarship and practice within the field. This discussion is intended to carry forward the conversation started in the March 2018 special issue of TechTrends devoted to Culture, Learning & Technology.

### 058. CLT-Where Personal Meets Professional: Analyzing Teacher Expression and Sharing on Twitter from a Massive Dataset

2:15 pm to 2:40 pm

Marriott - Bennie Morten A

Presenter(s): **Cecil R Short**, Brigham Young University; **McKenzie Emmett Staples**, Brigham Young University; **Royce Kimmons**, Brigham Young University; **Trina Harding**, Brigham Young University

Contributor(s): **Kyle Clements**, Brigham Young University; **Zane Harker**, Brigham Young University

We analyzed 15.9 million tweets from over 33,184 self-identified teacher Twitter accounts to discover (a) frequencies of concomitant non-professional self-identifications, (b) which resources teachers generally share, and (c) which hashtag topics they most commonly use. Results indicated that teacher uses of

Twitter heavily leaned toward the professional side of the identity spectrum and potentially reflect tensions that teachers face when enacting their personal lives in public places.

**059. Committee: AECT Awards**

*2:15 pm to 3:20 pm*

*Marriott - Executive Boardroom*

**060. D&D-A Causal Comparative Study of Achievement in Blended and Traditional Learning Environments**

*2:15 pm to 2:40 pm*

*Muehlebach - Trianon B*

Presenter(s): **Karen Deluce**, University of Phoenix; **Jan Otter**, University of Phoenix

Contributor(s): **Ronda H. Gregg**, University of Phoenix

In order to meet the demands of 21st-century learners, school districts are implementing technology-based learning environments such as blended learning. Little is known about how blended learning environments influence the academic achievement of students in elementary schools including English Language Learners. A causal comparative study conducted in Nevada found positive results for students in blended classrooms. This study informs educators regarding the effectiveness of blended versus traditional learning environments at the elementary level.

**061. D&D-A new focus for learning: Education beyond content and the 2018 AECT Summer Research Symposium**

*2:15 pm to 3:20 pm*

*Muehlebach - Colonial Ballroom*

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

Contributor(s): **Gregory Clinton**, University of Georgia

The 2018 AECT Summer Research Symposium examined learning that is not limited by content, that is, it focuses on the development of skills and traits such as grit, creativity, curiosity, and optimism. Proposed chapters included research on the various skills generated through instructional design; developing character traits; and using content itself to develop workable skills. This shapes our interactions, our discussions, and the informal context of the symposium. Panel members for the AECT conference will be selected from SRS participants.

**062. D&D-Introducing Interdisciplinarity into Higher Education Curriculum with Two Examples**

*2:15 pm to 2:40 pm*

*Muehlebach - Trianon A*

Presenter(s): **Iryna Ashby**, Purdue University

Contributor(s): **Marisa Exter**, Purdue University

Today's graduates often lack professional skills that go beyond specific domains to prepare them for an uncertain and constantly evolving employment market. Implementation of an interdisciplinary curriculum can bridge this gap. While higher educational institutions support the move towards interdisciplinarity, transition has been challenging. This presentation aims to discuss the range of types of interdisciplinary experiences and present two cases at undergraduate and graduate levels at a research-intensive university.

**063. DDL-A Flipped Classroom to Support Project-based Learning in Face-to-Face and Online Environments**

*2:15 pm to 2:40 pm*

*Marriott - Jay McShann B*

Presenter(s): **Catherine Fulford**, University of Hawaii at Manoa; **Seungoh Paek**, University of Hawaii at Manoa

This study examines the potential of a flipped classroom model to enhance student learning in graduate-level instructional design courses in online environments. For the study, the two-course sequence was conducted both online and face-to-face. The collected survey data regarding student perceptions (n = 37) of learning in a flipped classroom were compared between online and face-to-face settings. The results suggest that the flipped classroom model supports high-quality group collaboration and project-based learning in online environments.

**064. DDL-Assessing the Impact of Faculty Professional Development on Student Success in Online Courses; A Multi-Campus Approach**

*2:15 pm to 2:40 pm*

*Marriott - ML Williams B*

Presenter(s): **Brian Beatty**, San Francisco State University

This presentation describes the impact of faculty professional development in online courses within a large state university system, with a special focus on the results obtained at a large diverse urban public university. The impact of specific faculty development activities and certifications was assessed over a multi-term period. Results show that high quality, validated professional development efforts did lead to significant

differences in several aspects of student performance as measured by grades and retention.

### 065. DDL-Relationships between Students' Social Participatory Role and Cognitive Engagement Level within Asynchronous Online Discussions

2:15 pm to 2:40 pm

Marriott - Jay McShann A

Presenter(s): **YU-HUI CHANG**, University of Minnesota

Contributor(s): **Fan Ouyang**, University of Minnesota

This study used a mixed method to examine relationships between students' social participatory role and cognitive engagement level within asynchronous online discussions. Results showed, compared to inactive students, socially active students made more contribution to cognitive engagement. This research proposed analytical frameworks for researchers to evaluate collaborative learning quality, pedagogical strategies for online educators to enhance collaborative learning, and suggestions for tool developers to design learning tools that can improve students' self-awareness of online learning.

### 066. DDL-Using Facebook Live to Extend Faculty Development to Unreached Individuals and Groups

2:15 pm to 3:20 pm

Marriott - ML Williams A

Presenter(s): **David M. Walker**, University South Alabama;  
**Sarah Canatsey**, University of South Alabama

Contributor(s): **David S. Williams**, University of South Alabama

This workshop presents a case study from the University of South Alabama where Facebook live was used to extend faculty development to unreached individuals and groups. The workshop will also feature a demonstration of tools and technologies used, and a discussion of best practices in web conferencing.

### 067. DELT-Roundtable/Poster Session

2:15 pm to 4:00 pm

Muehlebach - Royal Exhibit Hall

#### DELT-3D Collaborative Virtual Learning

##### Environments: Considerations to Promote Transfer of Skills for Individuals with Autism

Presenter(s): **Matthew Schmidt**, University of Cincinnati

Contributor(s): **Noah Glaser**, University of Cincinnati

This emerging technology session will explore three-dimensional collaborative virtual learning environments (3D CVLEs) as an intervention modality for promoting the development of skills for people with autism spectrum disorders (ASD). Affordances

of 3D CVLEs will be detailed and considered from the perspective of learning and instruction with examples from the field being provided to highlight the opportunities that this technology offers. Considerations of relevance and ethical challenges with integration for this population will be explored.

#### DELT-Accessing EPUB: The Preferred Print Alternative

Presenter(s): **Hal Hinderliter**, Northern Illinois University

Providing texts that are compatible with assistive technologies is not just a good idea, it's also the law. If your current approach to satisfying Section 508 regulations is an "accessible PDF," however, you might be generating more consternation than goodwill! This session explains why the EPUB format is preferred by users of assistive tech (including visually impaired and dyslexic students), and why making an EPUB is easier than solving PDF's accessibility issues.

#### DELT-Accessing the Pokélayer: Augmented Reality and Fantastical Play in Pokémon Go

Presenter(s): **Lucas John Jensen**, Georgia Southern University

Contributor(s): **Keri Valentine**, West Virginia University;

**Joshua Case**, West Virginia University

The mobile gaming phenomenon Pokémon Go features augmented reality components that give players the appearance of hunting Pokémon in real-life settings. This offers players the experience of the "Pokélayer," the ability to turn daily activities into gameplay and live the fantasy of being a Pokémon Trainer. The authors will present findings from a phenomenological study with 30 participants showing the variant ways in which the Pokélayer and augmented reality's capability for fantasy play emerged.

#### DELT-Animating Hydraulic Schematics for Interactive Learning

Presenter(s): **Karen Jo Johnson**, Southern Illinois University Carbondale; **Don Barth**, Southern Illinois University Carbondale

Contributor(s): **Tippin Gary**, Southern Illinois University Carbondale

This roundtable session will include lessons learned during the design and development of an animated interactive hydraulic system schematic using Tumult Hype, the subsequent quantitative results of its implementation in an aviation technologies course, and future plans to continue this project by developing a digital sandbox environment and system specific virtual reality tools using Unity. While this project focuses on aviation technologies education, the ideas are easily transferable to other highly technical fields of education.

**DELT-Blockchain Technology and Its Potential in Higher Education**

Presenter(s): **Zhigang Li**, *Kennesaw State University*  
Contributor(s): **CHENG-HSIN (ALAN) KU**, *Soochow University*

Blockchain, the technology sits behind digital currencies such as Bitcoin has the potential to transform how higher education institutions and learners manage credentials (Selingo, 2017). In this roundtable session, the presenters will explain what is blockchain, its history and development, the impact of blockchain technology in other business areas and industries, and then invite participants to join a discussion on the current and potential applications of blockchain technology in higher education.

**DELT-Faculty Acceptance of the Peer Assessment Collaboration Evaluation (PACE) Tool**

Presenter(s): **Megan Podsiad**, *University of West Florida*; **Byron Havard**, *University of West Florida*

The purpose of this study is to investigate motivational factors influencing faculty acceptance of the Peer Assessment Collaboration Evaluation (PACE) Tool to evaluate individual contributions in group projects. The problem this study will address is the lack of motivation affecting faculty to implement peer-assessment tools. The study will utilize the technology acceptance model (TAM) to measure the motivation to use a new peer-assessment tool, e.g., the PACE Tool.

**DELT-Gameful Design and Autonomy-Supportive Teaching with GradeCraft : Faculty and Student Perspectives**

Presenter(s): **Evan Straub**, *University of Michigan*

Gameful teaching is a collection of pedagogies that are inspired by the way good games inspire and support intrinsic motivation. Rooted in self-determination theory, gameful course design is built on the idea course design can support student autonomy, competency and sense of belonging. In particular, a tool called GradeCraft developed by the University of Michigan was created as a tool to provide technology support one of the key principles of gameful design. This paper will explore the intersection of faculty and student perspectives of gameful and autonomy supportive teaching through the use of GradeCraft. .

**DELT-Integrating 3D Printing Technology in Formal Education: Opportunities and Barriers**

Presenter(s): **Elena Novak**, *Kent State University*  
Contributor(s): **Mila Rosa Librea-Carden**, *Kent State University*

3D printing technology is a powerful tool that can promote integrative STEM education by connecting various domains of study with engineering and

technology concepts. Yet, research on 3D printing technology in K-16 education is extremely limited. We conducted a literature review in order to identify empirical studies on 3D printing in formal education. The goal was to develop research-based guidelines on effective design and implementation of 3D printing projects in formal educational settings.

**DELT-Learning Technology Platforms that Support Personalization within Blended Learning Environment in Higher Education**

Presenter(s): **Hamdan Abdulaziz Alamri**, *Purdue University*  
Contributor(s): **Sunnie Watson**, *Purdue University*; **William Watson**, *Purdue University*

The study provides an overview of personalization in higher education, personalized learning theory, current personalization practices, as well as university and college case studies of technology platforms implementations that support personalized learning. The review discusses the merging learning technology models and their associated platforms that support personalization within blended learning environments in higher education. Accordingly, open digital badges, competency-based learning technology, and adaptive learning technology were identified as emerging learning technologies in the literature that have the potential to support the personalized learning movement of higher education.

**DELT-Meeting Diverse Learning Needs: Using Interactive Videos in Teaching and Learning**

Presenter(s): **Yingzhuo Quan**, *Purdue University*; **Sheree Buikema**, *Purdue University*

The presenters will show how Purdue University is using an interactive video tool (a vendor tool) in multiple types of learning settings, which include face-to-face, hybrid, and online classes. The audience of this presentation will be invited to join us to experience a question-embedded interactive video using their laptop. The presenters will show the learning outcome analytics to the audience and explain how it can be used to encourage learning for all.

**DELT-Sshhhh! I'm Reading: Texting in eBooks**

Presenter(s): **Beth Elaine Jordan**, *MacFarlane Park Elementary School*; **Diane Austin**, *University of South Florida*  
Contributor(s): **Glenn Gordon Smith**, *University of South Florida*; **Metin Besalti**, *University of South Florida*

We investigated how ten to eleven year-old children texted in small groups within web-based eBooks with embedded games. Fourth- and fifth- grade students, in a school library, used a web-based system for reading eBooks and texting with others. Their librarian set up the groups and monitored the text conversations. Data was obtained from: (1) the archived database logs of



the texts, (2) the researchers' observations, and (3) the librarian's observations.

### **DELT-Using a Community of Practice to Encourage Faculty to Create Maker Spaces in The Classroom**

Presenter(s): *Dan Yaffe, VIRGINIA TECH; M. Aaron Bond, Virginia Tech*

Using a faculty inquiry group (FIG) format, professional development for using 3D Printers in teaching and learning was conducted at a large R1 University. The FIG not only focused on how to operate a 3D printer but best practices to create interdisciplinary, collaborative activities and support for faculty in many disciplines to create for their own class. The faculty members selected the course topics based off self-reported needs or goals they wanted to accomplish.

### **DELT-Using Virtual Reality and Motion Capture to Create a Mentorship-Focused Knowledge Building Environment**

Presenter(s): *D. Matthew Boyer, Clemson University*

This roundtable discussion will share our efforts to use virtual reality and motion capture technologies to create environments that contain tools for knowledge building, with a particular focus on mentorship learning. Using a range of emerging technologies and techniques, we present our work with emerging motion capture, 360 video capture and editing, and tools for knowledge building functionality in virtual environments. Participants in our roundtable are invited to bring their experiences and questions to the conversation.

### **DELT-Veterans From Troops to Teachers Program Use Enhanced Technologies in Public Schools: Learning for All**

Presenter(s): *Mary W. Stout, University of Phoenix*

Contributor(s): *Martin La Pierre Jr., University of Phoenix; Dale Crowe, University of Phoenix*

Through the Department of Defense (DoD) Troops to Teachers (TTT) program current and former military members can begin a new career as a K-12 teacher. The DoD has used a myriad high-level technology tools in training military members. A narrative inquiry was conducted with TTT graduates as to what technology tools they used in the classroom and assistance to educators. Attendees will learn about successes and issues that TTT teachers face in classroom technology integration.

### **DELT-Video Games and Reading Literacy? The Grades and Reading Scores of Gamers and Nongamers**

Presenter(s): *Soonhwa Seok, Korea University;*

*Boaventura DaCosta, Solers Research Group*

There is research to suggest that video games may be helpful for improving reading skills. Given the

increasing importance of digital literacy, along with the continued deliberation about the academic possibilities of video games, a study (N = 1,206) is presented that examined the role of video games in reading literacy. This presentation is intended to open a dialogue that offers preliminary empirical data to the ongoing discussion of video games as a literacy tool.

### **DELT-An Investigation of Undergraduate Students' Performance in Learning from, and Satisfaction with Virtual Laboratories**

Presenter(s): *Shalaunda Reeves, University of Florida*

With the growth of online education, interest in the potential of virtual science laboratories is increasing. Such labs could potentially provide expanded access to the "hands-on" components of science courses and allow students to experience phenomena that would not be possible in an actual lab. The present study investigated undergraduate students' performance in learning from, and satisfaction with two virtual laboratories in an evolutionary developmental biology course.

### **DELT-A Technical Model for Implementing Virtual Reality in the Classroom**

Presenter(s): *Charini Urteaga, University of Arkansas*

Virtual Reality provides a means for students to experience course material in an interactive and a realistic setting, contributing immensely to the understanding and proficiency of the content. A detailed and technical, yet support-oriented model will be visually presented in a poster format detailing the implementation of virtual reality in a face-to-face classroom in an educational setting. The model will be strategically planned in stages to provide more structure and organization to the implementation process.

### **DELT-CowGames: A Simulation Environment for Cattle Breeding**

Presenter(s): *Rose Marra, University of Missouri;*

*Maria M Haag, University of Missouri*

Beef cattle production is a long, arduous process. It can take years to see the effects of ones breeding decisions. Cattle production students struggle with the same challenges in the classroom. CowGames is a simulation for beef cattle breeding allows players to see the long-term effects of breeding decisions in about an hour. CowGames illustrates important principles of educational simulations, including the "sandbox", "cycle of expertise", and "system thinking" principles described by Gee (2005). This poster will present the design and implementation of CowGames as well as the results of effectiveness research.

**DELT-Empower Flipped Classroom of C-E Translation with Parrallel and Monolingual Corpora**

Presenter(s): **Qing Li**, *Department of Learning Technologies, University of North Texas*

The application of Corpora to flipped translation classroom is an effective solution to the methodology dilemma for it promotes “learning by discovery and data-driven training” which help learners acquire translation competence and familiarize future market. The easy-to-use platforms and tools as Tmxmall and COCA have been available to realize a scaffolding instruction model for students intimidated by technologies, thus provides theoretical guidance for further exploration and practice of translation teaching based on social constructivist approach.

**DELT-Google home may get you better grades**

Presenter(s): **Fatih Demir**, *Northern Illinois University*; **Dongho Kim**, *University of Florida*

Contributor(s): **Charmaine Bruce-Kotey**, *Northern Illinois University*

A research on traditional search, e.g. computer-based or mobile, vs voice assistant systems that recently placed into the market, is compared in terms of information retrieval.

**[NR]DELT-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.

**DELT-Review on Computational Thinking Integration in K-12 and Higher Ed Science Education: What’s Next?**

Presenter(s): **Feiya Luo**, *University of Florida*

This paper is a literature review of research in computational thinking (CT) with three main focuses: definition of CT, efforts made to integrate CT into K-12 and higher educational classrooms, and measurement of CT. Findings are discussed. A general guideline of how to design transformed activities for higher Ed science classes using the ADDIE instructional design model is also provided.

**DELT-Student Podcast Assignment Using Discussions in an LMS**

Presenter(s): **Taeyeol Park**, *Georgetown University*

A GUSOM course gave students an optional assignment to utilize podcasts to convey medical/scientific information to their peers. With technical support from ITDD, they created podcasts using Discussions in Canvas. Their post-assignment feedback will present what technical issues and learning experiences they acquired from the podcast assignment.

**DELT-Teacher Ed Meets Divergent: Using VR to Help Pre-service Teachers Face Their Fears**

Presenter(s): **Mark Jones**, *East Central University*

Virtual Reality is proving to be useful far beyond entertainment. VR experiences are particularly effective for engaging a person in realistic yet controlled situations that are difficult to accomplish in reality, such as a working with students in a classroom. This poster will present the development and implementation of a project that is leveraging these capabilities of VR for the purpose of engaging pre-service teachers in classroom situations under the control of the course instructor.

**DELT-That’s a lot of Feedback! Mastering the art of effective feedback in digital badge contexts**

Presenter(s): **Erin D. Besser**, *University of South Carolina - Aiken*

In academic settings where digital badges are taking over conventional task formats, instructional designers are faced with the challenge of how to deliver and assess content and skills. Researchers (Bloom, 1968; Guskey, 2007; Kluger & DeNisi, 1996; Slavin & Karweit, 1984) alike have agreed feedback is a critical part of formative assessment. Looking towards the literature offers instructors a set of “Best Practices.”

**DELT-Vocational video prompting instruction with mobile technology to support the diverse needs of individuals with Autism Spectrum Disorder**

Presenter(s): **Charles Scott Thull**, *Old Dominion University*

This poster presentation will review the characteristics of individuals with Autism Spectrum Disorder (ASD), as well as employment outcomes and vocational video based instruction (VBI) practice considerations. Research applications of vocational video prompting (VP) instruction with mobile technology for individuals with ASD will also be reviewed, including participant characteristics and intervention design strategies. Teacher developed individualized vocational VP instruction with mobile technology will also be presented, including instructional materials, participant performance data, and video clips of

strategy implementation. This presentation may benefit instructional designers, general and special education teachers, paraprofessionals, advocates, job coaches, and service providers, along with others that are interested in supporting the vocational needs of individuals with ASD.

### 068. Featured Research-Reimagining the “Chalk Talk”: Animated Handwriting as a Social Cue to Improve Motivation in Multimedia Video Lessons

2:15 pm to 3:20 pm

Muehlebach - Nixon

Presenter(s): **Hillary Kaplowitz**, California State University, Northridge; **Ginger S Watson**, University of Virginia; **Kui Xie**, The Ohio State University

Contributor(s): **Stefanie A. Drew**, California State University, Northridge; **Mary Enderson**, Old Dominion University

Animated handwriting in multimedia video lessons, such as those popularized by the Khan Academy, has reimagined the classic teaching technique of writing on a chalkboard while lecturing for online delivery. This presentation shares empirical findings comparing text display formats in multimedia demonstrating that animated handwriting, or digital “chalk talk,” produced significantly greater social cues that improved motivation by increasing feelings of social agency, perceived dynamism of the speaker’s voice, and attention to instructional materials.

### 069. GSA-AECT in Kansas City: From a Graduate Student Perspective

2:15 pm to 2:40 pm

Muehlebach - Roosevelt

Presenter(s): **Michael Karlin**, Indiana University - Instructional Systems Technology

Contributor(s): **Jennifer Englund**, University of Minnesota

You are invited to listen to the story of Kansas City from a local graduate student! In this interactive fireside chat, we will talk about (1) how to make most of our time at the AECT convention in Kansas City; (2) local job and educational opportunities for graduate students and new graduates; (3) social context of Kansas City to have a better understanding of its history and sociopolitical climate, and more. Join us as we travel through time and space to make friends with lovely Kansas City!

### 070. INTL-Informal Practices and Innovations in Teaching and Learning: BYOD in Indian Classrooms

2:15 pm to 2:40 pm

Muehlebach - Tea Room

Presenter(s): **Briju Thankachan**, Ohio University

Contributor(s): **Rosen Mathew**, Ohio University

The purpose of this paper is to examine how educators in India are using everyday mobile technologies to expand access to resources not available in the traditional classroom. Our research emphasizes informal practices and innovations in teaching and learning. Specifically, we analyze how teachers working in schools with limited IT infrastructure have leveraged the emerging trend of BYOD (bring your own device) to aid in the instruction of traditionally oral forms of Indian vernacular literature.

### 071. KSET-Relationship between Interaction and Learner Engagement in Online Learning Environments.

2:15 pm to 2:40 pm

Muehlebach - Burgundy

Presenter(s): **JaeHwan Byun**, Wichita State University

Contributor(s): **Kyoung Hag Lee**, Wichita State University; **Brien Bolin**, Wichita State University

Although interaction has been considered as one of the factors influencing learner engagement in online learning environments, not many studies have empirically examined the relationship between interactions and engagement in online learning environments. This study investigates the relationship between interaction (online student to instructor interaction, online student to student interaction, and online student to content interaction) on online learners’ level of engagement, and the findings are presented with empirical data collected through a survey.

### 072. [NR]D&D-Three Courses, One “Base:” Designing Instructional Design and Professional Writing Courses with Re-use in Mind

2:15 pm to 2:40 pm

Muehlebach - Lido

Contributor(s): **Paul Carliner**, Concordia University

A distinguishing characteristic of online education and communication are their capabilities for customization. That is, materials can be tailored to the needs of different contexts and audience segments. This presentation describes how a single “base” of content is being used as the foundations of undergraduate courses in educational communication and professional writing, and a master’s course in message design, while providing instruction appropriate to the level of education and the nature of the students and course expectations.

## 073. [NR]SMT-Effect of Computer Supported Collaborative Teaching Strategy on Academic Achievement and Retention of Biology Students

2:15 pm to 2:40 pm

Muehlebach - Hoover

Contributor(s): **GERTRUDE KANAYO EZEKOKA**, IMO STATE UNIVERSITY, OWERRI, NIGERIA; **AGOMUO LUCIA CHIGOZIRIM**, IMO STATE UNIVERSITY, OWERRI, NIGERIA

This study adopted a quasi experimental design. A sample of 87 SSII biology students was drawn from two coeducational secondary schools in Owerri of Imo State. Two instruments were used. Mean and standard deviation and ANCOVA were used to analyse the data collected. The findings showed that CSCTS is effective in the improvement of students' academic achievement in Biology; improves student's retention; and gender has not effect on the use of CSCTS.

## 074. OTP-The Link Between Confirmative Evaluation and Needs Assessment: Reflections from a Case Study

2:15 pm to 2:40 pm

Muehlebach - Wilson

Presenter(s): **Howard Kalman**, Ithaca College

This session describes a case study that integrated program evaluation and needs assessment processes. The research involved conducting confirmative evaluation of a course that served to drive an organizational change initiative. The investigation discovered situational factors outside the scope of instruction that affected the success of the course and the change initiative. The session will describe the research design that enabled identifying both course improvements and performance gaps and the lessons learned.

## 075. PIDT 2019 Planning

2:15 pm to 3:20 pm

Muehlebach - Taft

## 076. Presidential - Systematic Reviews of the Research on Emerging Online Technologies: What's Been Done; What's To Come

2:15 pm to 4:00 pm

Muehlebach - Imperial Ballroom

Presenter(s): **Curtis J. Bonk**, Indiana University; **Lin Lin**, University on North Texas; **Ke Zhang**, Wayne State University; **Fei Gao**, Bowling Green State University; **Vanessa Dennen**, Florida State University; **John Hilton**, Brigham Young University; **David Wiley**, Brigham Young University; **Meina Zhu**, Indiana University; **Annisa Ratna Sari**, Indiana University; **Florence Martin**, University of North Carolina Charlotte; **Kiran Budhrani**, UNC Charlotte

This session brings together researchers from four important strands of online learning environments. Each team has conducted monumental overviews of the research literature in one the following areas: social media, open textbooks, MOOCs, or synchronous learning. These researchers will detail some of the key findings from their research studies and some of the common research methods undertaken to date. They will also point to untapped areas of research in these areas that await further exploration.

## 077. RTD-Address Individual Differences In Problem-Solving Instruction: An Alternative Design Model

2:15 pm to 2:40 pm

Muehlebach - Trianon D

Presenter(s): **Lin Zhong**, Southern Illinois University Carbondale

Current problem-solving research assists us understand the problem-solving process but provides little advice on how to teach problem-solving skills. Leaning on information-processing theories, this study proposed the situational design model as an approach to design instruction that supports real-life problem-solving skills development. The model is further illustrated with a pilot test in workforce education and results showed significant impact on students' academic performance and problem-solving skills.

## 078. RTD-Professional Development Redesigned: a TIMS Approach

2:15 pm to 2:40 pm

Muehlebach - Trianon C

Presenter(s): **Tian Luo**, Old Dominion University; **Jilian Reynolds**, Old Dominion University

This study sought to advance our current understandings of how professional development activities can be a positive stimulus for changes in teacher attitudes and perceptions as well as their classroom practices. This study examines teachers' attitude change regarding professional development via a TIMS (Tutorials, Instructional Modeling, and Support) approach at a rural, public school.

## 079. RTD-Won't You Be My Neighbor? How Education Stakeholders Use Hyperlinks to Build Information Neighborhoods on Twitter

2:15 pm to 2:40 pm

Muehlebach - Trianon E

Presenter(s): **K. Bret Staudt Willet**, Michigan State University; **Spencer P. Greenhalgh**, University of Kentucky

Contributor(s): **Joshua Michael Rosenberg**, **Matthew J. Koehler**, Michigan State University

To study “information neighborhoods”—spaces where where participants can keep track of content of interest to them—associated with teacher-focused Twitter communities, we examined the hyperlinks present in 1,516,765 tweets indexed with hashtags related to education. We found that 39.00% of tweets included a hyperlink, 55.68% of participants sent at least one tweet including a hyperlink, and these hyperlinks tended to point to news websites, educational resources, and social media.

### 080. SICET-Keynotes

2:15 pm to 3:20 pm

Marriott - Andy Kirk B

#### **SICET-What is Successful Ill-Structured Problem Solving”? Expert Models vs Learner Patterns: Implications for Instructional Design**

Presenter(s): **Xun Ge**, University of Oklahoma  
Problem solving, one of the 21st century skills, has become a buzzword for education in this digitized world. However, we may not have shared understanding regarding the nature, characteristics, and success of problem solving, especially those of ill-structured nature and context. This presentation aims at addressing such issues based on a synthesis of recent research and literature on ill-structured problem solving. Traditional research on cognition and metacognition of ill-structured problem solving will be reexamined using additional lenses, such as social, philosophical, motivational, and emotional perspectives. An updated expert model will be presented to compare, contrast, examine, and assess learners’ problem solving. Patterns of learner challenges and gaps between expert and student problem solving will be discussed. Implications for future research include (a) generating student model based on data analytics, and (b) designing a holistic scaffolding system to support learner self-regulated ill-structured problem solving.

#### **SICET-Global Digital Learning: From Personalized to Open**

Presenter: **Chih Hsiung Tu**, Northern Arizona University

Does personal learning conflict with global learning? When it is more personalized, will it lose global flavor? Modern humans with digital devices can

personalize their social media and networks. People may argue that they have already been personalizing learning to interact with global networks. Could using social and network media activate “Filter Bubbles?” Could personalized social and network media tighten “Echo Chambers?” Personal and global learning could fall into two extremes or could be two forces that strengthen each other. The key elements and catalysts for personal and global learning are effective social interaction, dynamic collaborative networks, and a flexible open environment.

### 081. STC-Leading By Design: Practical Guidelines for Flexible Participative Learning Environments

2:15 pm to 2:40 pm

Muehlebach - Truman A

Presenter(s): **Eugene Kowch**, University of Calgary - Faculty of Ed

This presentation builds upon decades of systems thinking and change research and theory developed by AECT members to propose practical guidelines for creating change-flexible participative learning environments. From an examination of the flaws in old-paradigm industrial education, we suggest design-thinking and inclusion of educational technology people in new kinds of teaching, learning and leading networks that can manage change and innovation better for learners in the information age. To conclude, we offer practical design guidelines for LMS enhanced, interdisciplinary networks involving leadership so you can teach, lead and use design thinking as leaders in participative learning.

### 082. TED-Exploring Collaborative Scientific Argumentation through Teacher Guidance in Science Classrooms

2:15 pm to 2:40 pm

Marriott - Julia Lee A

Presenter: **Rakez Al-Ararah**, Northern Illinois University

Contributor(s): **Pi-Sui Hsu**, **Saurav Mukhopadhyay**, Northern Illinois University

The purpose of this mixed-methods study was to explore how types of teacher guidance might scaffold the development of middle school students’ collaborative scientific argumentation skills and examine the relationship between collaborative scientific argumentation skills and student achievement in science as well positive attitude toward science. In this study, the findings can be used as a basis for the design and development of professional development training experiences for in-service science teachers.

**083. TED-Scaffolding Pre-Service Teachers' Perception****Change: From Traditional Teacher Role to Personalized Learning Facilitator***2:15 pm to 2:40 pm**Marriott - Andy Kirk A*

Presenter(s): **Sungwon Shin**, Texas Tech University;  
**Jongpil Cheon**, Texas Tech University;  
**Suhkyung Shin**, Texas Tech University

This case study introduces a pilot program that aimed at equipping pre-service teachers with competencies and dispositions in implementing personalized learning and explores how this program changed their perceptions towards teaching and learning. We collected multiple sources of data including surveys, reflection journals, and interviews to answer two research questions of the study. Findings suggest future directions for the program's revision and potential research to better prepare pre-service teachers for the new approach in schools.

Traditionally, instructional design does not include the learner as an active participant in the design process. Design decisions are left to educators. However, if we truly aspire to learner-centered higher education, more dialogue is necessary about ways to promote learner agency by actively involving them in helping to co-create the learning experience. Strategies to promote learner agency will be discussed, including activities promoting autonomy and self-efficacy that can impact how learners approach future educational pursuits.

**084. CLT-Iqbal, Avicenna, Suhrawardi, Mulasadra:****Cultural Perspectives***2:55 pm to 3:20 pm**Marriott - Bennie Morten A*

Presenter(s): **Abbas Johari**, Cameron University

Contributor(s): **Kaitlynn Birch**, Cameron University

This session provides Islamic literature for those AECT members who would like to explore specific learners, namely Muslims and the Islamic culture in which they live. Evidently the approach is very much in line with today's sociocultural theory proposal which argues that learning is a socio-cultural process. Hence, the purpose of this presentation is to strengthen (1) the value of cultural aspects to the AECT community, (2) the philosophical thinking of young AECT researchers, and (3) a genuine dialogue and collaborative effort for common understandings or conjoint knowledge between young Western and Islamic scholars. The goal is to take on some important Islamic philosophical/cultural insights, such as Islamic metaphysics and epistemology from major early and contemporary Islamic thinkers, as a valued theoretical framework, for young AECT scholars.

**086. DDL-A Community of Practice: Promoting Effective Practices in Teaching Blended Courses***2:55 pm to 3:20 pm**Marriott - ML Williams B*

Presenter(s): **Hong Wang**, Northern Virginia Community College; **Bo Yang**, Northern Virginia Community College

Blended learning continues to be on the rise in higher education. Research shows faculty needs professional development and support to successfully develop and teach blended courses. This session will share how a community of practice supported faculty for effective practices in blended courses and what lessons learned for future implementation. All colleagues passionate for student success in blended learning can learn and enlighten their own practice in blended learning through the session.

**087. DDL-Doing Instructional Design for Distance Education: An Analysis of Design Issues in Online Course Management***2:55 pm to 3:20 pm**Marriott - Jay McShann B*

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

This study analyzed design issues encountered by online course instructors as they taught 120 online courses while working with an instructional designer. Having developed the courses and having had them approved in compliance with a set rubric, implementation of the courses brought out issues that required the assistance of an instructional designer to be resolved. The study identified and analyzed specific issues that cut across most courses. The study presents implications to faculty, instructional designers and administrators.

**085. D&D-Dialogic Design in College Courses to Honor and Amplify Learner Agency***2:55 pm to 3:20 pm**Muehlebach - Trianon B*

Presenter(s): **Angelica Pazurek**, University of Minnesota

**088. D&D-Responsible Stewardship: Leveraging OER in training future instructional designers***2:55 pm to 3:20 pm**Muehlebach - Trianon A*

Presenter(s): **Keya Mukherjee**, Saint Leo University;  
**Melinda Carver**, Saint Leo University

Contributor(s): **Claudia Ruiz**, Saint Leo University

This paper describes the implementation of strategic and deliberate infusing of open educational resources within a graduate program in instructional design. The goal is to make students become cognizant of the open source movement, and to move them toward using and publishing learning objects to the OER Commons. The paper will discuss the implementation of a three-tiered process to move students from awareness to exploration to implementation of open educational resources.

### 089. D&D-The Intersection of Instructional Design and Design Thinking: A Fresh Look Towards Engagement and Innovation

2:55 pm to 3:20 pm

Muehlebach - Lido

Presenter(s): **David Diehl**, Houston Community College;  
**Brian Boyd Baldwin**, Houston Community College;  
**Dorsetta Williams**, Houston Community College

Instructional Designers struggle between rigid development standards and creativity, with creativity usually taking the back seat. While the educational culture is advancing at a rapid pace, Houston Community College, a large urban institution, is harnessing the strength of Design Thinking to push forward a new era of instructional design collaboration and development that ensures greater success for our students' increased educational demands. Pairing Design Thinking techniques with Instructional Design theory has helped faculty to meet the challenges of promoting creative learning spaces and revitalizing the educational experience for the 21st century learner.

### 090. D&D-The Role of Reflection in the Professional Preparation of Instructional Designers

2:55 pm to 3:20 pm

Muehlebach - Truman A

Presenter(s): **Shelly Walters**, University of Arkansas;  
**Jesus Trespacios**, Boise State University; **Lida J Uribe-Flórez**, Boise State University

Reflection is a component of educational theories and approaches used in the professional education of instructional designers. As practitioners, instructional designers will be required to adapt to a variety of instructional contexts, changing paradigms in the field, and ethical considerations. This session will report how instructional design students used reflections to learn about instructional design and their perceptions of the

value of reflection for professional practice. Results and implications will be discussed with the audience.

### 091. GSA-How to Review Proposals and Manuscripts: A Peer-Review Workshop

2:55 pm to 4:00 pm

Muehlebach - Roosevelt

Presenter(s): **Sean Raymond Jackson**, Morehead State University; **Tugce Aldemir**, Pennsylvania State University

When developing as leaders in AECT, graduate students are one of the best resources to assist in reviewing proposals for the Annual Conference. Come learn from GSA leaders on effectively and accurately reviewing these proposals and adding your expertise to future conference events.

### 092. INTL-Collaboration across cultures: An exploration of frameworks and models in Transnational Education

2:55 pm to 3:20 pm

Muehlebach - Tea Room

Presenter: **Amy Marie Grincewicz**, Kent State University

Contributor(s): **Bethany Simunich**, Kent State University

International student enrollment is on the rise (Open doors, 2016). However, newer modalities of education internationalization are breaking the mold of traditional "study abroad" programs. Internationalization, defined as the "process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2004, p. 11), seeks to enhance the experience and employability of learners by increasing global competitiveness. Frameworks need to be investigated for transnational education.

### 093. KSET-A Study on the Applicability of Rapid Prototyping in Instructional Systems Design Methodology for the Development of Educational Programs in Public Institutions

2:55 pm to 3:20 pm

Muehlebach - Burgundy

Presenter(s): **Cheolil Lim**, Seoul National University

Contributor(s): **Hyeseong Kwon**, Seoul National Univ; **KeunJae Kim**, Seoul National University; **Hyeongjong Han**, Seoul National University

To develop effective educational programs, it is necessary to reflect the complexity and concurrence of the design and development practices. The users' needs should be considered in developing an optimal

educational program. The purpose of this study is to identify the possibility of Rapid Prototype utilization in the Instructional Systems Design methodology with the intention of developing a training program for use in a public institution. Advantages and areas of improvements were discussed and suggested.

### 094. [NR]DDL-Leveraging LMS Functionality to Reinterpret a Multi-Campus Learning Center

2:55 pm to 3:20 pm

Marriott - Jay McShann A

Contributor(s): **Kenyon Gannon**, Piedmont College; **Kristi Koshuta**, Piedmont College; **Maison Cloutre**, Piedmont College

This presentation describes how an LMS pilot study became the perfect opportunity to reimagine traditional academic support services within the context of a multi-campus college. We provide a brief overview of our current operational model for delivering academic support services as well as invite attendees to share feedback and relevant experiences. This presentation is designed for both researchers and practitioners with professional interest in tutoring, academic support services, and multicampus operational models.

### 095. RTD-Exploring the relationship between remixing with computational thinking through large scale path modeling

2:55 pm to 3:20 pm

Muehlebach - Trianon E

Presenter(s): **Wanli Xing**, Texas Tech University

Contributor(s): **Jaesub Shim**, Texas Tech University

With the remixing of code becoming standard practice for youth programmers in networked communities, this study proposes a model to investigate and explain how remixing practices influence computational thinking (CT) in learners. We use social cognitive theory to transform log data from more than 100,000 students and 200,000 programs in the Scratch community. Then path modeling was used to show how the community environment can affect learners' remixing and further impact their CT skills.

### 096. RTD-Keyprint dynamics utilization on online assessment

2:55 pm to 3:20 pm

Muehlebach - Trianon C

Presenter(s): **Jay Young**, Brigham Young University

Contributor(s): **Randall Davies**, BYU

Cheating is a real threat to online education. How can we really tell if someone is who they are? At BYU, research has been conducted and technology is being

refined and developed that can help identify who is really doing the work in an online course. There is potential in the use of keystroke dynamics to create keyprints (typing fingerprints) to authenticate individuals in online assessment situations. This presentation will explain how keyprints are able to identify individuals when typing, even under various conditions.

### 097. RTD-The Impact of Laboratory and Instructional Format on Student's Learning Outcome in an Electronic Circuit Course

2:55 pm to 3:20 pm

Muehlebach - Trianon D

Presenter(s): **Ademola Amida**, University of North Dakota; **Sameera S Algarni**, The University of North Dakota; **Volodymyr Lazar**, University of North Dakota

Contributor(s): **David Yearwood**, University of North Dakota; **Isaac Chang**, Illinois State University; **Woei Hung**, University of North Dakota

This study examined the effect of lab instructions and lab formats on students' learning outcomes. This is a quantitative study that investigated whether the type of instructions used in physical lab or simulation-based software (SBS) affected students' learning. While the study result showed no significant difference in students' scores, there was a significant difference in the completion time. The authors suggested strategies on how instructors can design lab activities to enhance students' learning outcomes.

### 098. STC-Rescue Inhaler Instruction: Changes in Learning and Self-Efficacy using Gagne's Events of Instruction

2:55 pm to 3:20 pm

Muehlebach - Wilson

Presenter(s): **Thomas Watson Lamey**, Salisbury University & University of South Alabama; **Gayle V. Davidson-Shivers**, University of South Alabama

The purpose of this concurrent session is to discuss instructional strategy influence on rescue inhaler knowledge, technique, and self-efficacy beliefs in a pulmonary rehabilitation program. Gagné's events of instruction were used as an organizational framework for lessons on rescue inhalers. Observations, questionnaires, and focus group interviews assessed patient learning performance and self-efficacy belief changes. Through mixed methods research, evidence to support inclusion of instructional strategy in pulmonary rehabilitation education will be presented.



### 099. TED-Academic video watching behaviors in an online environment

2:55 pm to 3:20 pm

Marriott - Julia Lee A

Presenter(s): **Laurie O. Campbell**, University of Central Florida

Video has become an instructional tool in online environments to deliver content to students in teacher education. Whether or not a student watches these videos in an online class can be complex to ascertain. Leveraging an online tool, data analytics were collected indicating students' online academic video behaviors. Evidence of how students watched the video included manipulated the video. Findings of students' self-reported data indicated that students who engaged in multitasking behaviors also reported being distracted and less engaged while watching the video.

### 100. TED-Use of Block-Based Coding in Teaching Conceptual Mathematics

2:55 pm to 3:20 pm

Marriott - Andy Kirk A

Presenter(s): **Cory Gleasman**, University of Georgia

Contributor(s): **ChanMin Kim**

Compared to procedural knowledge, conceptual knowledge requires a deeper understanding to ensure vast application of knowledge. Teaching elementary students the procedures behind mathematics concepts is simply not enough. Through the use of block-based visual coding, this study aimed to help pre-service teachers learn to teach mathematics conceptually. This study also presents block-based coding as a potential tool to facilitate and enhance the crosscutting of conceptual mathematics and computational thinking concepts.

### 101. CLT-Literacy practices in Songo gameplay: The African board game

3:35 pm to 4:00 pm

Marriott - Bennie Morten A

Presenter (s): **Rebecca Yvonne Bayeck**, Penn State University

This study examines the literacy practices and learning taking place during Songo game play, an African board game, in Yaoundé, Cameroon. The study reveals that this space facilitates literacy practices shaped by the cultural contexts in which the game play takes place.

### 102. CLT-When Culture Meets Peer to Peer Teaching

3:35 pm to 4:00 pm

Marriott - Bennie Morten B

Presenter(s): **Tutaleni I. Asino**, Oklahoma State University

Contributor(s): **Firat Sarsar**, Ege University, Izmir, Turkey; **Wilmon Brown III**, Oklahoma State University

This mixed method case study aims to explore pre-service teachers' perceptions on peer to peer teaching in an mLearning coding class. Twenty-six participants and 3 peer-teachers participated in 6 weeks this study voluntarily. 77% of participants found that learning from their peers was fun, satisfying and more than they expected. However, 42% of participant highlighted that they didn't have confidence enough to peer-teach what they learned during the peer teaching process.

### 103. Committee: Organization & By-Laws

3:35 pm to 4:40 pm

Muehlebach - Taft

### 104. D&D-Character Development of College Students through Socio-scientific Issues Instruction

3:35 pm to 4:00 pm

Muehlebach - Trianon B

Presenter(s): **Yeonjoo Ko**, The University of Georgia

Contributor(s): **Hyunju Lee**, Ewha Womans University

The purpose of this study is to investigate the effects of socio-scientific issues (SSI) program on promoting college students' character as citizens. Thirty-one college students participated in this study, and their responses to the questionnaire that measures character and values and group discussion were used as main data sources. The results showed that students significantly improved their social and moral compassion and socioscientific accountability. This indicated that SSI instruction can positively affect character development.

### 105. DDL-AECT Instructional Design Standards for Distance Learning

3:35 pm to 4:00 pm

Muehlebach - Truman A

Presenter(s): **Anthony A. Pina**, Sullivan University System

AECT's Vision Statement says "We seek to be the premier international organization in educational technology, the organization to which others refer for research and best practices." In fall 2017, AECT published the Instructional Design Standards for Distance Learning. Come and learn about the Standards and how they can be used to advance both AECT's Strategic Plan and the field of distance learning.

**106. DDL-Examining Pathways of Perception using Structural Equation Modeling of the Social Perceptions in Learning Contexts Instrument: A Research Tool for Measuring Social Contexts Online**

3:35 pm to 4:00 pm

Marriott - Jay McShann A

Presenter(s): **Patricia J Slagter van Tryon**, East Carolina University

The “Social Perceptions in Learning Contexts Instrument (SPLCI)” (masked, 2012) a research tool evaluating social connectedness online is based on the “E-mmediacy” framework defined as feelings of social connectedness one has with fellow online participants (classmates, instructor, teaching assistant) through technology-mediated experiences that simulate episodic perception of immediacy. Strong validity and reliability evidence of the SPLCI warranted further exploration of its three-construct model. Exploratory Structural Equation Modeling to assess relationships between latent variables within the model are demonstrated. Confirmatory factor analysis data, instrument items, and scoring procedures will also be presented.

**107. DDL-Faculty Training for Online Teaching: A Focus on Designing Accessible Digital Materials for All Learners**

3:35 pm to 4:00 pm

Marriott - ML Williams B

Presenter(s): **Nikisha Watson**, Old Dominion University

Contributor(s): **Breana Hidalgo**, Pasco-Hernando State College

Many researchers propose that instructors play a different role from that of traditional classroom instructors when they teach online courses (Kim and Bonk, 2006). Experts agree that such new roles for online instructors require adequate training and support. In this session, we discuss how we trained over 150 instructors to increase the accessibility of their digital course materials with the goal of ensuring that all learners receive an inclusive and high-quality learning experience.

**108. DDL-Learners’ Engagement in Peer Help in an Online Technology Course**

3:35 pm to 4:00 pm

Marriott - Jay McShann B

Presenter(s): **Kun Huang**, Mississippi State University; **Victor Law**, University of New Mexico

This study implemented a peer-help forum in an online technology course, and investigated students’

behavioral engagement in the forum, their perceptions, and the relationship between peer-help behaviors and course performance. The findings suggested that students actively engaged in the peer help beyond the course requirements. Emerging themes are presented regarding the students’ help-seeking and help-giving behaviors and perceptions. Help seeking was not significantly related to performance, but interacted with help giving to impact learning.

**109. DDL-Telepresence Robots in Higher Education: Exploring Cyberproxy for Equality in Accessibility**

3:35 pm to 4:40 pm

Marriott - ML Williams A

Presenter(s): **Valerie Irvine**, University of Victoria

Contributor(s): **Michael Paskevicius**, University of Victoria

This session will introduce the concept of cyberproxy, which is having online access into a physical space. Telepresence robots have been used in a higher education setting to increase accessibility for those learners who are unable to come to campus face-to-face for various reasons. In this session, we will share results of our experiences implementing cyberproxy, the impetus for pursuing it, and results of a mixed-methods study regarding student and faculty perceptions and experiences.

**110. D&D-Optimizing Learner Experiences with Intuitive Asynchronous Online Discussion Design**

3:35 pm to 4:00 pm

Muehlebach - Trianon A

Presenter(s): **Gulinna A**, Fort Hays State University; **SEUNG GUTSCH**, Fort Hays State University

This project compares and contrasts learner behaviors and interactions on three asynchronous online discussion platforms (e.g., Discussion Board in Blackboard, Piazza, and Yellowdig). It investigates the influences of interface design on learning effectiveness. By interviewing online instructors from different disciplines and observing their online discussion activities, this project will present an interactive design matrix including the essential discussion and design metrics from theories and best practices to help course designers select appropriate online discussion platforms.

**111. D&D-Personalized Learning in Action: Lessons from a multi-semester adaptive learning pilot across disciplines**

3:35 pm to 4:40 pm

Muehlebach - Colonial Ballroom

Presenter(s): **Andrea Gregg**, The Pennsylvania State University; **Eunsung Park**, The Pennsylvania State University; **Lynne Johnson**, Penn State University; **Jessica Resig**, The Pennsylvania State University

Adaptive learning is a pedagogical approach with potential advantages when compared to the “one size fits all” standard mode of instruction. Because of its algorithmic personalization to individual learners, it can support a larger diversity of students with varying backgrounds and academic needs. This session details a multi-semester adaptive pilot including a demonstration of the platform; course redesign strategies; improvements based on student, instructor, and designer feedback; and challenges and benefits of adaptive learning.

### 112. e/merge Africa-How does an online professional development course create value for its participants?

3:35 pm to 4:40 pm

Muehlebach - Lido

Presenter(s): **Nicola Pallitt**, University of Cape Town

Contributor(s): **Tony Carr**, e/merge Africa

The Facilitating Online course offered by the e/merge Africa network and University of Cape Town is an online course designed to develop the capacity of educators and educational technologists in African higher education institutions to support learning in online and blended courses and networks. This entirely online course is designed to develop capacity in online facilitation among change agent educators in African higher education. The original course materials and a guidance document for course leaders were released under a Creative Commons Licence in 2008. Facilitating Online has been significantly refreshed with new activities, new tools and updates to original activities from 2014 on.

### 113. Featured Research-Exploring the Temporal Dimension of Learner Participation in Massive Open Online Courses

3:35 pm to 4:40 pm

Muehlebach - Nixon

Presenter(s): **Hengtao Tang**, Penn State; **Wanli Xing**, Texas Tech University

Contributor(s): **Jonathan Michael Spector**, University of North Texas

This research investigated the temporal dimension of learner participation in MOOCs. Time is an integral dimension of learning as learning unfolds over time

but it remains underexplored. Using educational data mining techniques, this research illustrated the temporal variation of learner participation across a longitudinal trajectory. Statistical analysis validated the temporal dimension of participation are more accurate than summative measures to differentiate learner performance. Professionals and academics investing in online education may benefit from this session.

### 114. INTL-Socratic Seminar: An international forum on Socratic teaching

3:35 pm to 6:00 pm

Muehlebach - Tea Room

Presenter(s): **Abbas Johari**, Cameron University; **Robert Doyle**, Harvard University; **Cengiz Hakan AYDIN**, Anadolu University; **Chih Hsiung Tu**, Northern Arizona University; **Patricia Young**, Uni. of Maryland Baltimore Co.; **Amy C Bradshaw**, University of Oklahoma; **Lauren Cifuentes**, Texas A&M University-Corpus Christi; **Xiaoxue Wang**, Florida Gulf Coast University

Contributor(s): **Paul Kim**, Stanford University; **Peter Leong**, University of Hawaii-Manoa; **Michael K Thomas**, University of Illinois at Chicago; **Andrew R. J. Yeaman**

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.

### 115. KSET-Elementary Teachers’ Perception on Students’ Competencies, Teachers’ Roles, and Instruction in the Fourth Industrial Revolution

3:35 pm to 4:00 pm

Muehlebach - Burgundy

Presenter(s): **Won Sug Shin**, Incheon National University; **Insook Han**, Temple University; **Yujung Ko**, The University of Texas at Austin

Contributor(s): **Hoilym Kwon**, Korea University; **Eunkyung Moon**, Korea University

This study intended to identify students' competencies, teachers' roles and a new way of instruction required in the Fourth Industrial Revolution era by conducting a Delphi study with current elementary teachers. Through the results of the research, we were able to understand the role of the teacher and how the class should be changed, along with the students' competencies in various areas that have already (not) mentioned in previous studies.

### 116. RTD-A Meta-Analysis of the Impact of Physically Integrated Designs on Learning in Multimedia Environments

3:35 pm to 4:00 pm

Muehlebach - Trianon C

Presenter(s): **Noah L Schroeder**, Wright State University

Contributor: **Ada T Cencki**, Northern Kentucky University

Instructional graphics are often accompanied by legends that contain necessary information, which potentially creates a split-attention effect. Split-attention occurs when necessary referents are presented physically distant from each other. This meta-analysis examined the influence of physically integrated graphic designs compared to spatially distant designs. Results indicated that physically integrated designs benefit learning ( $g = .63$ ,  $p < .001$ ,  $n = 2,426$ ,  $k = 58$ ) in many situations and across many moderator variables.

### 117. RTD-Engaging with learners as designers in an Information, Science and Technology Course

3:35 pm to 4:00 pm

Muehlebach - Trianon E

Presenter(s): **Philip Tietjen**, Stockton University;  
**Tutaleni I. Asino**, Oklahoma State University

Contributor(s): **Mahir Akgun**, Penn State University

This presentation reports on a study designed to engage students as co-designers of learning through three different activities: (1) Suggesting Web 2.0 tools, (2) Constructing rubric for assessing reflective journal entries, and (3) Suggesting readings. We examine student perceptions and opinions of participating as co-designers. Initial results suggest that students were intere

### 118. RTD-Military-Connected Students in Online Learning Programs: Students' Perceptions of Personal Academic Perseverance

3:35 pm to 4:00 pm

Muehlebach - Trianon D

Presenter(s): **Amy Brooke Johnson**, Department of the Army - CHRA

Military-connected students encounter unique factors as they work towards goals in higher education, which may affect their academic perseverance. A sample of eight active duty soldiers were interviewed to determine how military service, personal, and grit impact factors may affect academic perseverance in online learning programs. Results from this phenomenological case study revealed five themes and participants' level of grit. This presentation provides recommendations for college administrators and faculty affecting course policies in online learning programs.

### 119. SICET-Exploring the Relationship between Teacher Beliefs and Teaching Anxiety in Primary and Secondary Schools: A Questionnaire Survey on Teachers in Eastern and Western China

3:35 pm to 4:00 pm

Marriott - Andy Kirk B

Presenter(s): **Rifa GUO**, East China Normal University;  
**Jing Leng**, East China Normal University

This study intends to investigate teachers' epistemological beliefs from the perspective of 'teacher as designers', and to reveal teachers' technology anxiety between two big cities in eastern and western China. The results show that their beliefs and anxiety would change with the involvement of technology. Compared the two representative regions, teaching anxiety in eastern city is significantly lower than that of the teachers in western city. However, there is no significant difference between their beliefs.

### 120. SMT-Differentiation practices of Virtual School Teachers

3:35 pm to 4:00 pm

Muehlebach - Hoover

Presenter(s): **Dennis Beck**, University of Arkansas;  
**Jennifer Beasley**, University of Arkansas

To understand how online teachers meet the needs of diverse learners, researchers conducted focus groups and interviews with teachers in four virtual schools. Participants were questioned on how differentiation is seen in their practice. Grounded theory and structural analysis of the data should reveal the self-reported differentiation practices of online teachers. Further, it will begin to distinguish between the practices of expert online teachers and novice teachers. Future research and implications are discussed.

## 121. STC-Conducting a Collaborative Curriculum

### Improvement Project

3:35 pm to 4:00 pm

Muehlebach - Wilson

Presenter(s): **Hannah M Grossman**, UCLA

Contributor(s): **Christopher M Layne**, UCLA

This presentation will discuss a collaborative project aimed at improving existent curriculum about child traumatic stress by utilizing instructional design principles with problem-based learning. Shared topics include discussions of the design process, how needs and constraints were incorporated into the design, our solutions to identified improvement goals, and the process we used to create new curriculum tools. The objective of this presentation is to share experiences with other instructional designers thinking of developing similar projects.

## 122. TED-Adopting Research-Practice Partnerships in K-12 Education: Problems of Practice and Equitable Learning for All

3:35 pm to 4:40 pm

Marriott - Julia Lee B

Presenter(s): **Heather Leary**, Brigham Young University; **Stacie Mason**, Brigham Young University

Research-practice partnerships (RPPs) are long-term collaborations that focus on problems of practice in K-12 education that promote equity and bridge the divide between research and practice. Understanding the main elements of a RPP and how adopt this as an approach to research is critical to have a successful partnership. This TEDCAMP will provide hands on information and resources about RPPs and adopting this approach to doing research.

## 123. TED-The Raspberry Pi in Educational Settings: Let's Talk about Possibilities and Compare Notes

3:35 pm to 4:45 pm

Marriott - Julia Lee A

Presenter(s): **Jesse Strycker**, Ohio University

TEDCAMP While a small vignette of this session will continue to consider how Raspberry Pis (RPi) can be used as ad hoc wireless networks (as with past years), this session will focus more broadly on different uses of RPis in educational settings. Different software and hardware configurations will be discussed.

## 124. TED-The Relationship Between Teacher Education Courses and Technology Integration Attitudes, Beliefs, and Knowledge: A Meta-Analytic Series

3:35 pm to 4:00 pm

Marriott - Andy Kirk A

Presenter(s): **Matthew L Wilson**, University of Florida; **Albert Dieter Ritzhaupt**, University of Florida

To understand the relationship between teacher education courses for technology integration (TECTI) and the attitudes, beliefs, and knowledge of preservice teachers, a series meta-analyses was conducted. This study explores the impact of TECTI on the three second-order barriers to technology integration, as well as explores the further impact of course features, intervention quality, measure validity, and reported reliability on the estimation of effect size through sub-group analyses.

## 125. [NR] CLT-Shaping Your Career in the Instructional Sciences

4:15 pm to 5:20 pm

Marriott - Bennie Morten B

Contributor(s): **Akesha M Horton**, United States Air Force  
Shaping Your Career in the Instructional Sciences

## 126. DDL-Arts based instructional and curricular strategies for working with VR educational applications

4:15 pm to 4:40 pm

Marriott - Jay McShann B

Presenter(s): **Patricia Steele**, University of Phoenix

Learners can enter virtual reality (VR) worlds from any place and time, but little is known about pedagogies in VR educational applications or how these applications could be used to encourage thinking and learning. The study will inform educators desiring to incorporate pedagogical VR in curricula. Visual arts pedagogies offered insights into learning in a primarily visual context. Analysis showed alignment between learning opportunities in visual arts classes and VR or AR applications for education.

## 127. DDL-Faculty Perceptions on Importance and Self-Efficacy Towards Online Teaching Competencies

4:15 pm to 4:40 pm

Marriott - ML Williams B

Presenter(s): **Florence Martin**, University of North Carolina Charlotte; **Kiran Budhrani**, UNC Charlotte

Contributor(s): **Chuang Wang**, University of North Carolina Charlotte

Faculty perceptions on importance and self-efficacy towards online teaching were examined through a survey among 205 faculty. Significant differences in course design, course communication, time

management, and technical competence based on gender, years teaching online, and delivery method were found. Regression analyses on support received to teach online such as peer mentoring, use of videos or handbooks on LMS, web resources, and 1-1 consultations show significant positive and negative relationship on importance and self-efficacy.

### **128. DDL-Underrepresented Graduate Students' Perceptions of Online Course Community**

4:15 pm to 4:40 pm

Marriott - Jay McShann A

Presenter(s): **Doris U Bolliger**, Old Dominion University

Contributor(s): **Craig Shepherd**, University of Wyoming; **Lay-nah Blue Morris-Howe**, University of Wyoming

Presenters will discuss results pertaining a study that utilized survey research methodology to investigate underrepresented graduate students' perceptions of online course community. The online survey had six elements: online course community, general issues, and ethnicity, sexual orientation, and religion/spirituality. A total of 71 valid responses was received. Session participants will be invited to share their perceptions and experiences with online students who belong to underrepresented groups.

### **129. D&D Showcase**

4:15 pm to 6:00 pm

Muehlebach - Mezzanine

#### **D&D Showcase-A design-based research study to develop an online flipped language classroom model**

Presenter(s): **Zilu Jiang**, The Ohio State University; **Kui Xie**, The Ohio State University

Contributor(s): **Jiahang Li**, Michigan State University

This paper showcases how such an approach was implemented in an online American high school second language program offered by a Midwestern university. Specifically, the flipped course format is "2+1+2", which refers to two pre-view assignments, one 50-minute online synchronous session and two review assignments. During the asynchronous session, students previewed the learning content and video recordings that were uploaded to the Learning Management System before the lab session and completed their review assignments after the session ended. The 50-minute online lab session was designed to engage students in communicative language-learning activities to enhance interaction.

#### **D&D Showcase-A Scenario-based Virtual Reality (VR) Learning Environment for Child Pedestrian Safety Education**

Presenter(s): **Sejung Kwon, Katherine Walters, Yeonjoo Ko, Ikseon Choi**, The University of Georgia

Contributor(s): **Liz Melendez, Cheryl Wilson**, University of Georgia; **Tingting Yang**, Central China Normal University; **Raymond Cho, Kevin Han, Claire Chung, DH Kim**, Globepoint Inc., Korea; **Sooyeon Song**, Korea Road Traffic Authority

One hundred children are killed every week globally due to road accidents. Pedestrian casualty rates for children are more than four times that for adults, despite their lower rate of exposure to roads. To address this issue, a scenario-based Virtual Reality (VR) learning environment has been developed. Through the analysis of accident cases and related statistics, the most frequent accident scenario was recreated and represented in a VR environment. By applying a critical incident technique to elicit children's thinking processes, we have developed scaffolding strategies to guide children's decision making and actions in the VR environment.

#### **D&D Showcase-Design and Development of a Peer Assisted Learning System**

Presenter(s): **Japari Bala Ngilari**, University of North Texas

The Peer Assisted Learning System is an online peer tutoring application for higher education that matches registered student tutors to prospective tutees. The basis for this match is a matrix of pedagogical fit, tutee need and tutor availability. The empirical foundation for this developmental effort is drawn from Vygotsky's work on sociocultural theory of learning which stipulates in part that individual abilities can be extended via social support (scaffolding). Though a variety of proven strategies for this scaffolding exist, particular emphasis herein is on the collaborative aspects. PALS, which is now live, was developed using the ASP.NET MVC framework.

#### **D&D Showcase-Design, Development, and Refinement of a Theory-Based, Online, Data Literacy Training for Teachers**

Presenter(s): **Jui-Ling Chiang**, Northern Illinois University

Contributor(s): **Todd Reeves**, Northern Illinois University

Today's teachers are expected to possess the ability to ask questions of, analyze, and interpret assessment and other data, as well as use those data for instructional decision-making. However, data-driven decision making (DDDM) is a highly complex process, and there are minimal high-quality opportunities for teachers to develop such skills. This talk illustrates a

theory-based training designed to build pre- and in-service teacher capacity to engage in DDDM. The talk will also discuss the training design, development, and refinement process, as well as the results of experimental studies that indicate that the intervention holds promise as a teacher learning mechanism.

### **D&D Showcase-Developing an integrating system of robot and IoT toys for toddlers aged 24-30 months to acquire multiple native languages -a design thinking approach study**

Presenter(s): *Cheng Ya Wen*, Department of MIS NSYSU

Contributor(s): *Yang Tzu Kuan*, Department of MIS NSYSU; *Chang Wei Lun*, Department of MIS NSYSU; *Chen Nian Shing*, Department of MIS NSYSU

This study aims to develop an integrated system of robot and IoT toys for toddlers aged 24-30 months to acquire multiple native language in a play scenario. This study applied design thinking, a user-centered approach, as theoretical bases for system development. The result proposes a three layers system architecture and to develop a script editing system. Challenges and design issues are also identified in the result. In the presentation, we will demonstrate using script editing system to create interactions between robot and IoT toys.

### **D&D Showcase-Escape the Ordinary: Teaching Faculty to Design Escape Rooms for Formative and Summative Assessment**

Presenter(s): *Kae Novak*, Univeristy of Colorado Denver

This is a collaborative project between an instructional designer and faculty who make up the mentorship team for college wide information and technology literacy (ITL) assessment. The ITL team created training and resources for faculty to create their own Escape Rooms for assessment. We show how we incorporated, Keller's ARCS motivational model as a starting point to introduce instructional design as well as game design elements into both the faculty training and student assessment.

### **D&D Showcase-Massively Multiplayer Online Games: Enhancing Motivation, Engagement and Performance Outcomes in Business and English Courses**

Presenter(s): *Papia Bawa*, Purdue University

The program's goal was to provide curriculum improvement recommendations to clients, by designing a parallel curriculum, piloting it and then investigating (mixed-methods data collection, analysis, dissemination) the impact of the program over a 2.5-year period. Faculty from a large Mid-Western Community College were concerned about the lack

of motivation and low performance outcomes in three competencies: learners' writing, critical thinking, and problem-solving skills. Using a Game Based Learning approach framed within Theory of Emergent Gaming, the parallel curriculum harnessed the sustainability and motivation powers of MMOGs to augment learner engagement and performances across two disciplines.

### **D&D Showcase-Mission HydroSci: Meeting Learning Standards through Gameplay.**

Presenter(s): *Joseph Griffin*, university of missouri; *Justin Sigoloff*, university of missouri

Contributor(s): *james michael laffey*, university of missouri

Mission HydroSci (MHS) teaches water systems and scientific argumentation toward meeting Next Generation Science Standards. MHS is a game-based 3D virtual environment for enacting transformational role-playing, wherein students must learn new knowledge and competencies in order to achieve the game missions. MHS was developed for middle school science as a replacement unit of about 6 to 8 hours using analytics and a teacher dashboard to support teachers supporting students.

### **D&D Showcase-Road to Recovery for Caregivers after Traumatic Brain Injury: Promoting Positive Family Adaptation Following Pediatric Brain Injury**

Presenter(s): *Matthew Schmidt*, University of Cincinnati

Contributor(s): *Stacey Raj*, Cincinnati Children's Hospital Medical Clinic; *Shari Wade*, Cincinnati Children's Hospital Medical Clinic

We present an online mobile health (mHealth) intervention called the Road to Recovery (R2R), designed to target parent functioning and well-being in the first three months following pediatric traumatic brain injury. The intervention consists of ten learning modules focusing on areas of concerns for parents in this difficult time (e.g., marital communication, problem-solving, working with your child's school, etc.). The learning modules are designed specifically for adults, are highly engaging, and utilize a variety of multimedia and interactive elements to create a motivating and meaningful learning experience.

### **D&D Showcase-Using Web-based Instruction to Educate College Students About Practicing Safety on Campus**

Presenter(s): *Smruti J. Shah*, Old Dominion University

This showcase will present the eLearning course that was developed using Articulate Storyline 3 software to train the incoming freshmen students how to practice safety on-campus. The Morrison, Ross, and Kemp instructional design model and the ADDIE process

were used to design and develop the eLearning training module. Expert evaluation was conducted to evaluate the design prototype. Based on the feedback received during the expert evaluation, changes were made to the final design.

### 130. D&D-Sustainable Soft Skills Instruction for Instructional Designers

4:15 pm to 4:40 pm

Muehlebach - Trianon A

Presenter(s): **Miriam Bender Larson**, University of Tennessee, Knoxville; **Barbara Lockee**, Virginia Tech

The soft skills that distinguish IDT practitioners from other “IT” professionals represent a critical component of our professional practice. Interpersonal skills, analysis skills, and effective change management are rarely explicitly singled out for practice in IDT programs, and practitioners often claim that their skills in these areas were “caught” rather than “taught.” This presentation will provide details and research on soft skills training and successful strategies used to teach such skills to novice instructional designers.

### 131. D&D-Towards Failure-Based Instructional Design: How Instructors Using Game-Based Teaching Employ Failure

4:15 pm to 4:40 pm

Muehlebach - Trianon B

Presenter(s): **Nikisha Watson**, Old Dominion University; **John Baaki**, Old Dominion University

Creating learning opportunities that promote failure-based learning has been the subject of much research in a wide variety of fields however, minimal research is situated within the context of traditional educational settings. Game-based methods and strategies for teaching and learning inherently utilizes failure experiences as part of the learning process. This session presents an exploratory study on the nature in which failure is employed in the game-based learning context with future implications for instructional design.

### 132. DELT-Effects of Incorporating Intelligent Feedback into an Online Learning System on Students’ Cognitive Load

4:15 pm to 4:40 pm

Muehlebach - Hoover

Presenter(s): **Shih-Jou Yu**, Institute of Education/ Center for Teacher Education, National Chiao Tung University, Taiwan

Contributor(s): **Jerry Chih-Yuan Sun**, Institute of

Education/Center for Teacher Education, National Chiao Tung University, Taiwan; **Chih-Hsuan Chao**, Institute of Education, National Chiao Tung University

This study examined the effects of encouragement and warning intelligent feedback on online learners’ cognitive load (mental load and mental effort). One hundred and ninety-one graduate students were randomly assigned to four different intelligent feedback groups. The system recorded and analyzed students’ sequential behavioral patterns and provided instant intelligent feedback. The results showed that warning feedback led to higher mental load, suggesting that it is important to avoid using only warning feedback in online learning.

### 133. Emerging Technology Showcase (ETS)

4:15 pm to 6:00 pm

Muehlebach - Royal Exhibit Hall

#### ETS- 360 Video: The Gateway to Virtual Reality

Presenter(s): **Eric Stauffer**, James Madison University  
360 video has recently gone from DIY multi-camera rigs to simple consumer-friendly point and shoot cameras selling. The will demonstrate three of the more popular 360 video cameras on the market and give pointers for using these cameras in a variety of instructional environments, including tips for use with student projects.

#### ETS-Augmented Reality: Looking into its Potentials for Education

Presenter(s): **Jin Mao**, Wilkes University  
While more smart phones are having new features that provide augmented reality (AR) experiences, educators have begun to experiment with the application of AR in teaching and learning. AR may change how we experience the world and will have great potential for teaching and learning.

#### [NR]ETS-Bigscreen: The Merging of Virtual Reality and Real-Time Distance Collaboration

Contributor(s): **Brian Coleman**, Morehead State University

This presentation will introduce participants to the benefits of leveraging the online social virtual reality space, known as Bigscreen, for real-time distant student collaboration projects. Participants are offered the opportunity to experience first-hand the virtual reality environment using multiple virtual reality headsets (i.e. HTC Vive and Oculus Rift). Additionally, participants will experience the ease at which multiple personal computer screens are shared among the participants simultaneously. Detailed setup instructions will be made available upon request.



### **ETS-Creating 360-degree VR video experiences for education**

Presenter(s): *Jonathan S Gratch*, University of West Georgia

Contributor(s): *Adriana D'Alba*, University of West Georgia; *Jian Zhang*, Texas Woman's University  
Showcase will discuss and present 360-degree video and photography options for VR production for use in education.

### **ETS-Improving Access to Expertise through VR in Medical Education**

Presenter(s): *Matthew T Bramlet*, University of Illinois College of Medicine, Peoria

Contributor(s): *David J Dominguese*, University of Illinois College of Medicine, Peoria; *Shu chien Pan*, University of Illinois College of Medicine, Peoria; *Nick Dennis*, University of Illinois College of Medicine, Peoria; *Trisha Thurman*, University of Illinois College of Medicine, Peoria

Come explore with us on how we designed, implemented, and integrated a Virtual Reality (VR) lab into a medical school curriculum. Our solution creates immersive educational content in a digital media format allowing the expert to impact every student regardless of campus location. The VR lab utilizes the HTC Vive and Enduvo software (locally developed) for teaching and learning (TL) for anatomy, basic science content, and clinical application for undergraduate medical education.

### **ETS-Instructional Design & Educational Technology Augmented Reality Transmedia Storytelling**

Presenter(s): *David Squires*, Texas A&M University - Corpus Christi

The IDET ARTS mobile application allows users to interact with an invisible world of Augmented Reality learning content. Aim your device at images, text, artwork, and instructor facilitated content and watch static objects and content come to life through Augmented Reality technology. Just download the IDET ARTS app, launch it, and add a digital layer to your learning environment.

### **ETS-Interactive Digital Art: A Cross Disciplinary Effort to Expose Students to Content and Experiences Outside Their Comfort Zones.**

Presenter(s): *David Gardner*, Texas Woman's University

Contributor(s): *Colby Parsons*, Texas Woman's University

This presentation will highlight the work of faculty from Computer Science and Visual Arts to develop a course and curriculum that bridges disciplines and require students from different fields to move beyond

their areas of comfort and engage in new content and new ways of working. This effort focuses on utilizing newer technologies such as Arduinos, Raspberry Pis, the Processing framework, and other low cost sensors and devices that are becoming available to the public.

### **ETS-"Learning For All" with Skoog Tactile Music Interface**

Presenter(s): *Kathy Essmiller*, Oklahoma State University; *Tara Lillian Dalingler*, University of Central Oklahoma

The Skoog is a soft cube which, connected to a computer running associated software, responds to gestures and physical interaction to generate sound. Primarily marketed as a resource supporting innovative, engaging teaching in special needs education and music therapy fields, its use has expanded with the recent release of the Apple Swift Playgrounds to include coding opportunities. Providing an accessible, safe place for exploration, the Skoog can enhance "Learning for All".

### **ETS-Look What We Can Do with 3D Printing in Class!**

Presenter(s): *Younglong Kim*, Oklahoma State University; *Ayodeji Ibukun*, Oklahoma State University; *Tutaleni I. Asino*, Oklahoma State University

We will bring artifacts that have been printed by pre-service teachers. Our goal in this endeavor is to encourage discussion around the objects created, with the hope that they can encourage others not only to share their stories, but perhaps to be inspired to print on their own - or to obtain ideas on how they can use and integrate 3d printing into their practice.

### **ETS-Managing my life with Microsoft OneNote**

Presenter(s): *John Curry*, Morehead State University  
This presentation will demonstrate some of the features of Microsoft OneNote and how it can be used to organize projects and workflow, collaborate and share with groups, and manage many aspects of both personal and professional life.

### **ETS-Project Voyage: A Google Daydream VR Experience for Mobile Collaborative Learning in the Middle-School Classroom**

Presenter(s): *Na-yeon Kim*, Carnegie Mellon University; *Mark J. W. Lee*, Charles Sturt University  
Contributor(s): *Sharan Gokul Shodhan*, Carnegie Mellon University; *Julian Korzeniowsky*, Carnegie Mellon University; *Rajeev Mukundan*, Carnegie Mellon University; *Sijia He*, Carnegie Mellon University; *John Balash*, Carnegie Mellon University  
Voyage is a multiuser mobile virtual reality field trip experience using Google Daydream that has been

developed for the middle-school science classroom, specifically to assist students in learning about biomes. Delegates will have the opportunity to try Voyage for themselves and learn about how the affordances of the technology were leveraged while working within current limitations to create a rich, immersive experience that fosters collaborative learning in both the virtual world and the physical classroom.

### **[NR]ETS-Teaching Online Robotics Integrated Course to 6th and 7th Graders**

Contributor(s): **Clement Abai**, Oklahoma State University

This proposal is for the Emerging Technology Showcase. It shows how robotics integrated curriculum facilitates learning in an online and face to face setting and how this method of teaching can be beneficial to students including underrepresented groups.

### **ETS-Teaching Science and Engineering through 3D Printing**

Presenter(s): **Tandra Tyler-Wood**, Univ of North Texas

Contributor(s): **Arielle M. Turner**, University of North Texas; **Lauren Belaid**, University of North Texas

This session will describe the current National Science Foundation research grant which has the purpose of teaching science and engineering through the use of 3D printing historical reconstructions. Though this grant has components within the Smithsonian Institution, University of Virginia, James Madison University, and University of North Texas, this session will focus on the role the University of North Texas which has committed to replicating the implementation process of complete invention kits within a local school district.

### **ETS-Technology Tools for the Student-Centered Classroom**

Contributor(s): **Teresa Collins**

How do we engage 21st century learners? Allow students to drive the conversation, create content and understand what they are learning and why. Get introduced to some new ideas and discuss how multi-modal learning can apply in your classroom.

### **ETS-The Oklahoma State University Emerging Technologies Creativity and Research Lab**

Presenter(s): **Tutaleni I. Asino**, Oklahoma State University; **Frances Alvarado-Albertorio**, Oklahoma State University; **Kathy Essmiller**, Oklahoma State University; **Ying Xiu**, Oklahoma State University; **Sarinporn Chaivisit**, Oklahoma State University; **Younglong Kim**, Oklahoma State University; **Susan Stansberry**, Oklahoma State University

This presentation will showcase the Oklahoma State

University Emerging Technologies and Creativity Research Lab (ETC). The ETC lab space and design is showcased as an emerging technology itself where the intersection of the lines between the tools, people, and space are blurred and the creation and dissemination of knowledge emerges. The space itself becomes at technology fostering creativity and curiosity to the students and faculty of the College of Education.

### **ETS-Use of Aurasma and HP Reveal for Augmented Learning in K12 Classrooms**

Presenter(s): **Jennifer L. Weible**, Central Michigan University

I explore the use of Augmented Learning experiences in K12 classrooms using the tool Aurasma. Augmented learning can be used to improve student access of digital resources, present multiple perspectives in close proximity, and improve critical thinking, problem solving, and communicating skills. I will provide help designing a simple aura with Aurasma to be used with the HP reveal app. Examples from English, math, history, and music will be shared.

### **ETS-Wearable Technology in Education**

Presenter(s): **Brian J. Seely**, Bloomsburg University; **Jessica Briskin**, Penn State University

“Wearable technology” also known as “wearable devices” or “wearables” refers to electronic technologies that can be incorporated into clothing or worn as accessories that track information related to the individual wearer. How do these relate to the classroom? This session will explore different types of wearable technologies (e.g., Virtual Reality, Smart Watches, GoPro, Google Glass), and how to implement them into their classroom.

### **134. GSA-Rethinking Academic Goals - Doing Good for Our Communities while Meeting Academic Expectations**

4:15 pm to 4:40 pm

Muehlebach - Roosevelt

Presenter(s): **Jennifer Maddrell**, Designers for Learning; **Enilda Romero-Hall**, University of Tampa; **Sonia Tiwari**, Penn State University

Contributor(s): **Shamila Janki**, Speaker

‘Giving back to the community’ is not just a philanthropic concept for after we have arrived at our successful selves, it is a mindset that we can use as Graduate students, - right now, gearing our educational efforts towards doing good for our community, within the boundaries of academia. Our expert panel of academic do-gooders will offer helpful tips for graduate students, to rethink their academic goals, and incorporate ideas to benefit their communities during

the course of study.

### 136. [NR]CLT-Item List Development for the Digital Literacy Scale

4:15 pm to 4:40 pm

Marriott - Bennie Morten A

Contributor(s): **Sanser Bulu**, Ankara University; **Hafize Keser**, Ankara University

It is very important to determine the digital literacy proficiency levels of the high school students. In this study, we established an item list for high school students' digital literacy self-efficacy scale. Twelve participants with the expertise in educational technology from different universities in Turkey revived the items. Based on the reviews three items were removed and ten items were changed from the initial item list of 149. The resulting list was used later.

### 137. [NR]STC-An Iterative Approach to Kotter's Change Model: A Case of Successful System Change in Higher Education

4:15 pm to 4:40 pm

Muehlebach - Wilson

Contributor(s): **Sung "Pil" Kang**, University of New Mexico; **Vanessa Svihla**, University of New Mexico

Kotter's oft-cited 8-step change model (1996) guides a prescribed, linear, sequential change process. We share a case study of a chemical engineering department in the midst of a major change process. Using analysis of field notes, and audio-recorded meeting and interviews, we highlight how Kotter's model was implemented iteratively and emergently, which is supported by the systemic change process. By revisiting early steps and treating the strategies as improvable, we deepened the guiding team's understanding of and commitment to the systemic change strategies.

### 138. [NR]TED-Quality of Preservice Teachers' Academic Feedback: Evidence from Instructional Videos

4:15 pm to 4:40 pm

Marriott - Andy Kirk A

Contributor(s): **Amani Zaier**, Texas Tech University; **Ismahan Arslan-Ari**, University of South Carolina; **Faith Maina**, Texas Tech University

This qualitative study aimed to explore the quality of preservice teachers' self and peer-evaluation of their teaching practices. In their last semester in the program, preservice teachers video-recorded their own teaching sessions using Teachscape software and tagged their

teaching session for effective instructional strategies. Each preservice teacher shared and received feedback from two peers and from the instructor. Based on these feedback, teacher candidates scored their teaching and completed a self and peer-evaluation reports. This study analyzed the video recordings, self-evaluation peer-evaluation documents, and discussion forums.

### 139. RTD-A Systematic Review of Research Methodologies for Investigating Group Interactions in Computer-Supported Collaborative Learning Environments

4:15 pm to 4:40 pm

Muehlebach - Trianon C

Presenter(s): **Yi-Chun Hong**, Arizona State University; **Ratrapee Techawitthayachinda**, Indiana University

Online collaborative learning has gained much attention recently. With its increasing adoptions, it becomes vital to understand learners' group interactions both from qualitative and quantitative perspectives. While much effort has been placed to examine collaborative learning experiences, an in-depth and comprehensive understanding of research methodologies is in need to shed further insights into future research directions. This presentation will provide the results from a systematic review of the research methodologies used in recent five years.

### 140. RTD-Investigating Scaffolding as Social Interaction: Looking Closely at Fading through Conversation Analysis

4:15 pm to 4:40 pm

Muehlebach - Trianon D

Presenter(s): **Haesol Bae**, Indiana University; **Krista Glazewski**, Indiana University; **Kyunghin Kwon**, Indiana University

Contributor(s): **Thomas Brush**, Indiana University  
While scaffolding with fading is one of the critical features in a PBL environment to foster learner independence, it is rarely studied. Thus, the purpose of this proposal is to discuss how conversation analysis (CA) methods can to inform a deeper understanding of one middle school teacher's type and progression of scaffolding through teacher-student interaction. Findings inform a deeper understanding of scaffolding patterns that represent transferring responsibility to learners.

### 141. RTD-Using Heuristic Tools to Improve Critical Thinking in a Problem Based Learning Curriculum

4:15 pm to 4:40 pm

Muehlebach - Trianon E

Presenter(s): **Hannah M Grossman**, UCLA  
Contributor(s): **Christopher M Layne**, UCLA

Instructional designers will learn innovative strategies for strengthening critical thinking skills in problem-based learning using heuristic tools. These strategies will be shared through a discussion of a curriculum improvement project about child traumatic stress used to educate mental health professionals. In the project, tools were created and integrated to strengthen learners' case understanding and critical reasoning skills. Facilitator feedback will be provided to share instructors' perceptions about the tools' influences on learning.

**142. SICET-Learner Agency Of the Ethnic Minorities In College English Learning In China**

4:15 pm to 4:40 pm

Marriott - Andy Kirk B

Presenter(s): **Chen Li**, Southeast University

This research explores the learner agency of the ethnic minorities in College English learning in China with a focus on their strategies of using technology to enhance their English learning after class. The ethnic minorities are underrepresented in previous studies about learner agency exercised through technology in College English learning in China. Implications are made about how to integrate the use of technology well into their learner agency to achieve better learning outcomes.

**143. CLT-Is There A Place for Us? Black Women Faculty in the Instructional Technology Professoriate**

4:55 pm to 5:20 pm

Marriott - Bennie Morten A

Presenter(s): **Valora Richardson**, Georgia State University;  
**Laurie Brantley-Dias**, Kennesaw State University

As we consider the conference theme of "Learning for All", we have the opportunity to embrace the importance of faculty diversity in Instructional Technology. Who embodies the learning spaces and what perspectives do they bring with them to influence teaching and scholarship in the field? This presentation will highlight three Black women faculty positions in Instructional Technology and discuss the impact that they have had on students specifically and the field in general.

**144. D&D-An Effective Model for Management, Configuration, and Functionality of Dispersed Research Teams**

4:55 pm to 5:20 pm

Muehlebach - Trianon A

Presenter(s): **Mansureh Kebritchi**, University of Phoenix  
Dispersed, virtual research teams, who collaborate on scholarly projects in higher education, have many advantages such as cost savings and time/location flexibility. However, the teams face challenges of effective functionality, team configuration, and task management. The purpose of this presentation is to share an effective model to address the challenges and provide the results of the model evaluation. The presentation will enrich the audience's understanding on how to enhance the dispersed team management and productivity.

**145. D&D-Choice Theory + Universal Design for Learning + Optimal Design for Learner Engagement**

4:55 pm to 6:00 pm

Muehlebach - Colonial Ballroom

Presenter(s): **Denise Tolbert**, National University

Contributor(s): **Dee Fabry**, National University

Participants in this session will actively engage in conceptualizing and designing a program based on the principles of Universal Design for Learning and Glasser's Choice Theory with two designers who produced the Advanced Digital Literacy and Advanced Assessment Literacy Specialization in a new Master's of Science degree.

**146. DDL-Award-Winning Faculty Online Teaching: Defining the Competencies**

4:55 pm to 5:20 pm

Marriott - Jay McShann A

Presenter(s): **Florence Martin**, University of North Carolina Charlotte; **Swapna Kumar**, University of Florida; **Kiran Budhrani**, UNC Charlotte; **Albert Dieter Ritzhaupt**, University of Florida

The purpose of this qualitative research is to examine the competencies of online instructors by interviewing award-winning online instructors. We interviewed eight distinguished online instructors that have either won the Excellence in Online Teaching Award from the OLC or the Crystal Online Teaching Award from AECT. Using the Constant Comparative Method, these data resulted in six related themes about competencies in online teaching. The presentation will elaborate on these themes and future directions.

**147. DDL-Do no harm: A balanced approach to vendor relationships, learning analytics, and higher education**

4:55 pm to 6:00 pm

Marriott - ML Williams A

Presenter(s): **Andrea Gregg**, The Pennsylvania State University; **Brent G. G. Wilson**, U of Colorado Denver

Big data holds considerable promise for higher education, but critics raise legitimate concerns about privacy, ethics, poor user design, and disruptive intrusions into teaching and learning processes. Using a set of figures and guiding principles, we present a framework for integrating data-driven tools into existing activity systems, including qualitative data and informal noticing and guidance from instructors and advisors. Both tools and educators can contribute to student success, especially when working seamlessly together.

### 148. DDL-Faculty Learning Community for Online Teaching: Making the Most of Planned and Spontaneous Faculty Communication

4:55 pm to 5:20 pm

Marriott - ML Williams B

Presenter(s): **Xiaokai Jia**, Indiana University; **Ludy (Ludwika) Aniela Goodson**, Purdue University Fort Wayne; **Yuming Peng**, Indiana University Bloomington

Many faculty members face challenges in transitioning their classroom courses to the online environment. Because of this, there has been an increased need for university learning centers to support this online transition. This session presents the design, practice, and formative evaluation of a semester-long professional development program using backward design and leveraging the building of faculty community through cohort reflections during the development of their technology and conceptual skills.

### 149. DDL-K-12 Online Learning Journal Articles: Trends from Two Decades of Scholarship

4:55 pm to 5:20 pm

Marriott - Jay McShann B

Presenter(s): **Karen T Arnesen**, Brigham Young University; **Cecil R Short**, Brigham Young University; **Rick West**, Brigham Young University; **Joshua Hveem**, Brigham Young University

Contributor(s): **Michael Barbour**, Touro University, California

This research reviewed 356 articles in K-12 online learning from 1994–2016. We analyzed authorship, journals, citations, keywords, abstracts, and research methodologies. We found the field of K-12 online learning to be growing and maturing. In the last few years there has been a rapid acceleration not only of new articles, but especially of new authors. This infusion of new scholarship will undoubtedly lead to new ideas and trends over the next decade.

### 150. D&D-The Use of Non-Speech Audio in Learning

4:55 pm to 5:20 pm

Muehlebach - Trianon B

Presenter(s): **Yun Li**, Texas A&M University

A systematic review of current research on the use of non-speech sound in education involved an extensive search of the most prominent educational databases and 18 relevant studies were identified through thorough screening. The major findings of this study include concerns about the appropriate use of background music, careful planning and guidelines for the effective use of auditory cues, and the use of non-speech audio to communicate information and evoke emotion.

### 151. DELT-Developing business skills across the curriculum: an architecture for all

4:55 pm to 6:00 pm

Muehlebach - Nixon

Presenter(s): **Clark Quinn**, Quinnovation

Learning Management Systems develop skills in a domain, but what about skills that manifest across domains? Business skills are increasingly important in the face of growing change, yet their development is idiosyncratic at best. In this session, I propose an architecture that complements existing assignments, and tracks and develops these skills. Such an approach may require a separate system, but we will also explore the possibility of integrating this capability in existing systems.

### 152. GSA-Reimagining the Future: Emerging ‘Cool’ Fields – Episode I: Computer Supported Collaborative Learning

4:55 pm to 5:20 pm

Muehlebach - Roosevelt

Presenter(s): **Andrew Tawfik**, University of Memphis; **Zixin Mao**, Fordham University

Are you interested in learning about the emerging cool fields that can enrich your research, design and teaching practices? Would you like to explore new perspectives that can boost your creative thinking? If so, we are inviting you to our series of interactive sessions: ‘Reimagining the Future: Emerging ‘Cool’ Fields’. In this episode of the series, Dr. Tawfik will share his expertise with us, and talk about the current trends of the Computer Supported Collaborative Learning (CSCL) field, how those trends could inform our instructional design/educational technology research, design and teaching, and the future directions of the CSCL for your future research, design and teaching agendas.

**153. ICEM-Demographics and use of wearable devices: A undergraduate student perspective**

4:55 pm to 5:20 pm

Marriott - Andy Kirk B

Presenter(s): **Cheng Chang (Sam) Pan**, Nova Southeastern University

Contributor(s): **Jeffery A. Graham**, The University of Texas Rio Grande Valley

This survey study was intended to explore whether wearable devices use is associated with their demographic factors (e.g., device ownership and gender) using undergraduate students in a Hispanic Serving Institution. Preliminary findings suggested that students who own the device(s) are more likely to use it for school. Males are more likely to use the wearables for learning when compared to females even though there are more female students total using the wearables for school. Implications and recommendations are discussed.

**154. KSET-Current Trends of Learning, Design, and Technology in South Korea: The KSET Community's Perspective**

4:55 pm to 6:00 pm

Muehlebach - Lido

Presenter(s): **SANGHOON PARK**, University of South Florida; **Cheolil Lim**, Seoul National University; **Trey Martindale**, Mississippi State University; **Jeeheon Ryu**, College of Education, Chonnam National University Gwangju, South Korea; **Nari Kim**, University of Wisconsin, Oshkosh

In this ever-changing society, new technological tools and approaches are being introduced into our education system. More and more innovative ideas are shared and studied among the group of researchers in South Korea and the U.S. The purpose of this panel discussion aims to provide responses to the fundamental question – what are the current trends of research and practice of learning, design, and technology in South Korea? Selected presenters from the KSET community will address the issues and challenges.

**155. [NR]eLearning Africa-Electronic Marketing Orientation and Social Media Implementation in the Nigerian Educational Sector.**

4:55 pm to 5:20 pm

Muehlebach - Burgundy

Contributor(s): **Chigozie Francisca Ibekwe**, Imo State University, Nigeria

The purpose of this study is to empirically investigate the relationship between electronic marketing orientation and social media implementation in the Nigerian educational industry. Specifically, the study will examine the relationship between: 1. Philosophical component and (a) private use (b) institutional use. 2. Initiation component and (a) private use (b) institutional use 3. Adaptation component and (a) private use (b) institutional use. 4. Implementation component and (a) private use (b) institutional use.

**156. OTP-Keeping Up-to-Date: Lifelong learning Practices of Instructional Designers and Educational Technologists**

4:55 pm to 5:20 pm

Muehlebach - Wilson

Presenter(s): **Iryna Ashby**, Purdue University

Contributor(s): **Marisa Exter**, Purdue University

Rapidly changing technology, globalization, and evolving roles require instructional designers and educational technologists to stay up-to-date with modern trends and solutions beyond what was covered in their formal education. The goal of this presentation is to explore the role of lifelong learning along with strategies and resources used. In our study, we compare and contrast responses by instructional designers and educational technologists to identify similarities and differences in informal learning habits and needs.

**157. Presidential - Comparing The Career Needs of Domestic and International Instructional Design Students**

4:55 pm to 6:00 pm

Muehlebach - Imperial Ballroom

Presenter(s): **Erin Mills**, Regent university

Contributor(s): **Jill Stefaniak**, Old Dominion University  
One area which can contribute to successful career transition are career services that are culturally inclusive and contextually comprehensive. While this has brought a number of benefits to institutions, the students themselves report varying levels of career service satisfaction and overall career decision-making difficulty. This session will discuss the unique career needs and differences of domestic and international instructional design students.

**158. RTD-Qualitative Comparative Study of Instructional Design and Technology Student Perception of Ethical Responsibilities to AECT Standards and Code of Ethics**

4:55 pm to 5:20 pm

Muehlebach - Trianon D

Presenter: **Lisa Yamagata-Lynch**, University of Tennessee

Contributor(s): *Erin Garty*, University of Tennessee;  
*Stephanie Jean Teague*, University of Tennessee

In this completed study, we engaged in a qualitative investigation to compare ethical traits that graduate students in an online service-learning course identified as issues related to instructional technology with AECT code of professional ethics and AECT 2012 professional standards.

### 159. RTD-Understanding Educators' Use of Social Media for Professional Development Using Structural Equation Modeling

4:55 pm to 6:00 pm

*Muehlebach - Trianon C*

Presenter(s): *Fei Gao*, Bowling Green State University

This paper proposes and tests a conceptual model of educators' social media adoption for professional development. To understand the factors that may affect educators' adoption of social media for professional development, a structural equation model was constructed to examine the relationships among factors that affect this adoption process. The results suggest that the research framework integrating multiple perspectives provides a comprehensive understanding of educators' intention and actual use of social media for professional development.

### 160. RTD-When faculty become course designers: what professors wish they knew

4:55 pm to 5:20 pm

*Muehlebach - Trianon E*

Presenter(s): *Keya Mukherjee*, Saint Leo University;  
*Melinda Carver*, Saint Leo University

Contributor(s): *Claudia Ruiz*, Saint Leo University

As online learning continues to grow prolifically, students are better prepared to embrace digital resources to reach educational goals, but as technology grows and student needs change faculty members feel the nudge or even trepidation to adapt to the changing pedagogical landscape. This paper describes a case study that was undertaken to document faculty experiences with online course development, their changing role, and what they wish they had known before they built their online courses.

### 161. SICET-Roundtable/Poster Session

4:55 pm to 6:00 pm

*Muehlebach - Truman A*

**SICET-A Systematic Literature Review on the Role of Cultural Factors in Online Collaborative Learning Focusing on International Students from Asian Countries**

Presenter(s): *Huiruo Chen*, University of South Florida  
Contributor(s): *Yiping Lou*, University of South Florida

This systematic literature review synthesized a total of 30 qualitative and mixed-method studies published from 2008 to 2017 on the Role of Cultural Factors in Online Collaborative Learning. The main culture conflicts studied in this presentation come from Western culture (mainly America culture) and Asian culture. Two research questions were used to identify and categorize selected research studies: What do current research studies report about the role of cultural factors in online collaborative learning? To what extent does language impact collaborative learning in online collaborative learning? Results of the synthesis will be reported in this presentation.

### SICET-Augmented Reality Applications in the Development of Productive Oral Language Skills in Foreign Language Teaching and Acquisition

Presenter(s): *Hong Zhan*, Embry-Riddle Aeronautical University

This session discusses the role of Augmented Reality (AR) in enhancing the teaching and learning of Mandarin Chinese as a foreign language (CFL). Particularly, the discussion focuses (1) how AR can be applied to CFL classes to develop students' oral productive skills; (2) students' motivation in AR learning; (3) the effectiveness of AR-generated oral production, comparing to oral production generated through traditional methods; and (4) the correlation between motivation and immersion in language proficiency.

### SICET-Effective Use of Indirect Assessment for Student-centered Learning

Presenter(s): *Youmei Liu*, University Of Houston;  
*Yachi Wanyan*, Texas Southern University

Indirect assessment has not caught the attention of many educators. Mostly instructors focus on using direct assessment to measure student learning outcomes. However, effective use of indirect assessment can provide instructors with valuable data to make teaching improvement based on student feedback. This session will present a research project that implemented multi-dimensional assessment activities to evaluate student-centered learning. The collected data have been used strategically to enhance teaching quality and improve student learning.

### [NR]SICET-Learning Analytics and Dynamic Assessment: The Role of Technology

Contributor(s): *Leping Liu*, University of Nevada, Reno

This session will discuss (a) the attributes of learning analytics with content analytics results from current literature, (b) the logistics and applications of an initial dynamic instructional design model, and (c) examples

and tools to collect dynamic data and perform dynamic assessment in online courses. The method of using collaborative filtering in a task recommender system will be introduced.

**SICET-Power Distance in Massive Open Online Courses**

Presenter(s): **Hengtao Tang**, Penn State; **Wanli Xing**, Texas Tech University

Contributor(s): **Nicole Wang**, Penn State University  
This quantitative research explored the effect of power distance (PDI) index on MOOC enrollment. PDI index, one of Hofstede's national cultural dimensions, represents how people confront the distribution of power in different cultures. PDI index significantly influences online learning and teaching practices. We thus looked into enrollment patterns and PDI index of 270,623 learners from 67 different nations across three different MOOC datasets. The findings will benefit those investing in cultural research and online education.

**SICET-Comparative study on students' perspective of using social media as learning resources between the US and China**

Presenter(s): **Shanshan Ma**, University of North Texas; **Jonathan M Spector**, Department of Learning Technologies; **Lin Lin**, University on North Texas

This proposed study aims for examining university students' perspective of social media as learning resources from across culture, including their attitudes, perceived usefulness and behavior intention. Further, this proposed study also examines if university students from different cultures show any statistically significant differences in relation to their attitudes, perception, and behavior intention. This study will be conducted in America and China adopting an instrument created using Technology Acceptance Model (TAM), Task-Technology Fit (TTF).

**162. SMT-Tools for School Librarians: Teacher Candidates' Technology Acceptance and Adoption Trends in Rural Arkansas**

4:55 pm to 5:20 pm

Muehlebach - Hoover

Presenter(s): **Haihong Helen Hu**,

Universtiy of Central Arkansas

This presentation will showcase a study on graduate Library teacher candidates' trend of changes in technology acceptance while they learn about and integrate technologies in their current or future school libraries in rural Arkansas. This demonstration of the instructional strategies used in a PD together with candidates' adoption of technologies would welcome the audience to share their observed trends in similar technologies and strategies for helping candidates, especially the ones in rural areas, integrate technologies.

**163. TED-Engaging Language Teachers in Technology Integration Reflection through Video Case Approaches in Online Learning Environment**

4:55 pm to 5:20 pm

Marriott - Julia Lee A

Presenter(s): **Ai-Chu Ding**, Indiana University

Reflection has long been considered as the key towards teachers' meaningful professional growth. In this study, the researcher incorporated two video case approaches, video case study and video self-reflection, into an online reflective model as the way to promote language teachers' technology integration reflection. By exploring in-service language teachers' reflection experience, this study aims to understand what aspects of technology integration teachers would notice and how video cases facilitated or failed to facilitate teachers' technology integration reflections.

**164. TED-Repurposing Webquests to Teach Technology Standards through Content Areas**

4:55 pm to 5:20 pm

Marriott - Andy Kirk A

Presenter(s): **Tracy Russo Amalfitano**, Ferris State University

Although the term Webquest is often considered outdated, use of the Webquest strategy in pre-service teacher education provides successful scaffolding for increasing technology skills needed for today's connected and networked learning. Qualitative findings from a study on the effects of technology learning experiences of pre-service teachers on their self-efficacy, intent to use, and descriptions of teaching with technology will be shared including specific recommendations for future implementations of this teaching strategy.

**165. TED-Teacher Professional Development through Micro-Credentials: Lessons Learned and Next Steps**

4:55 pm to 6:00 pm

Marriott - Julia Lee B

Presenter(s): **Sandy Powell**, Brigham Young University Division of Continuing Education; **Heather Leary**, Brigham Young University; **Charles Hodges**, Georgia Southern University

Contributor(s): **Arnold Denny McElroy**, Hewlett-Packard Company; **Chris Gamrat**, Penn State University

Micro-credentials (also called digital badges) are an emerging option for providing learner voice and evidence of achievement in professional development for educators. Join a dynamic discussion about using



micro-credentials to offer personalized, flexible, and rigorous options for teacher professional development. Educators and researchers from four universities share lessons learned through the design, creation, and implementation of professional development micro-credentials and discuss possible future directions for research and practice.

### 166. CLT-Confronting Our Ongoing Neglect of LGBTQI Issues in ECT

5:35 pm to 6:00 pm

Marriott - Bennie Morten B

Presenter(s): **DEEPAK PREM SUBRAMONY**, KANSAS STATE UNIVERSITY

This presentation confronts the mainstream ECT research and development community's continued lack of interest towards issues located at the intersection of educational technology and LGBTQI stakeholders, providing evidence and commentary in this regard. It articulates a rationale to pay more attention to this significant segment of the stakeholder population, basing its arguments on demographics, intersectionality, and systems thinking. Finally, it addresses potential areas to explore in regard to educational technology and LGBTQI stakeholders.

### 167. CLT-Little Boxes in Which to Dialogue [Online]

5:35 pm to 6:00 pm

Marriott - Bennie Morten A

Presenter(s): **Maria Migueliz Valcarlos**, University of South Florida

Contributor(s): **Vonzell Agosto**, University of South Florida

This presentation will share results of a qualitative study focused on asynchronous communication in a fully online class at the graduate level. The research concerned how dialogue and knowledge are constructed through the technological and discursive space of online discussion and reflect broader systematic forms of oppression in society and schooling. The analysis was guided by critical pedagogy, feminist theory, and actor-network-theory. The sample included seven students, the discussion board, their interactions, and several documents.

### 168. DDL-Course Design: Reflection on Structure as it Relates to Learning and Achievement

5:35 pm to 6:00 pm

Marriott - ML Williams B

Presenter(s): **Cindy York**, Northern Illinois University

Contributor(s): **Sharon Smaldino**, Northern Illinois

University-retired; **Hayley Mayall**, Northern Illinois University

Using student reflections as part of an online course, the study focused on student perceptions of how the design of the course impacted their learning and achievement. Based on Cercone's (2008) guidelines for online course design elements, specific design elements, the data collected identified specific design elements that students felt impacted their learning and achievement. Results will be discussed.

### 169. DDL-Gamification and Flow in an Online/Distance Learning Environments

5:35 pm to 6:00 pm

Marriott - Jay McShann B

Presenter(s): **Maureen Hogan**, Northern Illinois University

Designing engaging activities for online classes in higher education is challenging. Unlike a face-to-face classroom, activities are limited by the structure of the learning platform. In order to maximize student engagement, the elements of gamification within the context of the online learning environment are examined through the theoretical lens of flow.

### 170. DDL-Video vs. Text Feedback: Graduate Students' Preferences in an Online Course

5:35 pm to 6:00 pm

Marriott - Jay McShann A

Presenter(s): **Fatih Ari**, University of South Carolina

Contributor(s): **Ismahan Arslan-Ari**, University of South Carolina

The purpose of this study was to explore students' preferences about receiving feedback in different modalities (i.e., text-based vs. video) in a fully online, graduate level course. The results suggest that video feedback helped increase the social presence, while text feedback offered benefits of making revisions while reviewing the comments or printing out the comments and work offline. Advantages and disadvantages of both types of feedback will be discussed in detail.

### 171. D&D-Using Design Thinking and Project Management in the Design and Development of a Digital Literacy Initiative

5:35 pm to 6:00 pm

Muehlebach - Trianon A

Presenter(s): **Miguel (Miko) Nino**, Virginia Tech; **Julia Feerrar**, Virginia Tech

In this session, participants will explore an innovative instructional design model, based on agile and design thinking principles for the design and development of digital literacy initiatives at a higher education institution. The main goal of the digital literacy initiative is to empower learners as digital citizens, while providing an open access platform of resources that can be accessed by everyone.

### 172. eLearning Africa-Supporting Educational Change in Tunisia: Instructional Design and Technology Training in a Tunisian Higher Education Context

5:35 pm to 6:00 pm

Muehlebach - Burgundy

Presenter(s): **Victoria Abramenka-Lachheb**, Indiana University School of Education; **Ahmed Lachheb**, Indiana University School of Education; **Gamze OZOGUL**, Indiana University

In this presentation the authors present the findings of a study that: (1) describes a unique instructional design and technology (IDT) training that took place in a Tunisian higher education context, and (2) investigates the training's overall worthiness and outcomes.

### 173. GSA-Meet the Divisions

5:35 pm to 6:00 pm

Muehlebach - Roosevelt

Presenter(s): **Nate Turcotte**, Penn State University; **Suha Tamim**, University of South Carolina; **Michele Stork**, Florida Gulf Coast University; **Florence Martin**, University of North Carolina Charlotte; **Ginger S Watson**, University of Virginia; **Ross Perkins**, Boise State University; **Pamela Jones Ponnors**, UT Southwestern University

Contributor(s): **Tamera Celeste Hudnell**, School Media and Technology; **Akasha M Horton**, United States Air Force; **Craig Shepherd**, University of Wyoming

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!

### 174. ICEM-The Turkish Language MOOC: “Türkçe Öğreniyorum (Learn Turkish)”

5:35 pm to 6:00 pm

Marriott - Andy Kirk B

Presenter(s): **Ozlem Ozan**, Yasar University

Contributor(s): **Yasin OZARSLAN**, Yasar University

In this study the Turkish Language MOOC: “Türkçe Öğreniyorum” is presented. Firstly, the language MOOC phenomenon is introduced briefly, and the main platforms and providers LMOOCs worldwide is addressed. Secondly, the case of “Türkçe Öğreniyorum” will be shared with related statistical research data of 6163 participants. Thirdly and finally, conclusion and a few final remarks on the foreseeable research directions within the field of LMOOCs is shared.

### 175. [NR]CLT-Cyberbullying: How Dangerous Is It for Students?

5:35 pm to 6:00 pm

Marriott - Julia Lee A

Contributor(s): **Melike Kavuk Kalender**, Yıldız Technical University; **Sanser Bulu**, Ankara University; **Hafize Keser**, Ankara University

Evaluating factors such as the frequency of events, the level of perceived seriousness, and the level of negative effects left on students together will lead to more concrete conclusions about the threat level of cyberbullying. This study aimed to determine the threat level of cyberbullying in terms of victimization, bullying and witnessing. The results show that there was a low-level threat for victimization while high-level threat for both bullying and witnessing for students.

### 176. OTP-Knowledge-sharing and the Potential for Virtual Communities of Practice in the United States Coast Guard's Afloat Community

5:35 pm to 6:00 pm

Muehlebach - Wilson

Presenter(s): **Lisa Rodman**, Boise State University; **Jesus Trespacios**, Boise State University

Due to unique and dynamic operational demands and a limited training budget, the United States Coast Guard's (USCG) afloat community has limited opportunities for professional development. Virtual Communities of Practice (VCoP) offer a flexible performance support intervention that may enhance learning opportunities in geographically dispersed communities. This study examines the knowledge-sharing culture of the afloat community and its potential for engagement in a VCoP, including recommendations for communal development and sustainment.

### 177. RTD-Case-Based Discussion Format and the Development of Pre-Service Teachers' Design Skills

5:35 pm to 6:00 pm

Muehlebach - Trianon D

Presenter(s): **Adrie Koehler**, Purdue University

Contributor(s): **Peg Ertmer**, Purdue University;  
**Tim Newby**, Purdue University

Discussion is considered a key aspect of the case-based learning process. However, little research has considered how different discussion formats influence the development of instructional design (ID) skills. This research compares pre-service teachers' approaches to ID process when participating in two different discussion formats: discussions guided by pre-constructed prompts and an active facilitator and discussions guided by pre-constructed prompts only. Results underscore the importance of an active facilitator in the case-learning process.

### 178. RTD-Impact of the Flipped Classroom on learner achievement and satisfaction in an undergraduate technology literacy course

5:35 pm to 6:00 pm

Muehlebach - Trianon E

Presenter(s): **Max Sommer**, University of Florida;  
**Albert Dieter Ritzhaupt**, University of Florida

This study examined the flipped classroom model on learner achievement and satisfaction in an introductory undergraduate technology literacy course at a public, research university. This study employed a quasi-experimental pre-test/post-test design consisting of two groups: the flipped classroom condition, and the control condition. Results showed that there was no significant difference between the two groups in terms of learner achievement; however, there was a significant difference favoring the control condition on learner satisfaction.

### 179. SMT-Understanding High School Student Perceptions on 1:1 Computing Technology Acceptance: An Application of the UTAUT Model

5:35 pm to 6:00 pm

Muehlebach - Hoover

Presenter(s): **Heoncheol Yun**, Northern Illinois University

Contributor(s): **Ying Xie**, Northern Illinois University;  
**Thomas J. Smith**, Northern Illinois University

This study investigated how high school students accept and use one-to-one computing technology. Based on

the unified theory of acceptance and use of technology model, this study hypothesized that performance expectancy, effort expectancy, and social influence would significantly affect high school students' behavioral intention to use computing technology and that their actual use behavior would be influenced by behavioral intention and facilitating conditions. The results showed that performance expectancy and social influence significantly affected their behavioral intention to use one-to-one computing technology.

### 180. TED-The Design of Collaborative Course and Pre-service Teachers' Efficacy in Teaching in Inclusive Classroom

5:35 pm to 6:00 pm

Marriott - Andy Kirk A

Presenter(s): **pujaningsih pujaningsih**, university of northern iowa

Contributor(s): **Unik Ambarwati**, Yogyakarta State University

This study is an action research with mixed method approaches to conduct collaborative course by integrating special education content to an elementary education course. This study examined whether participation in one semester of collaborative classroom related to student teachers' improvement in self-efficacy in teaching in an inclusive school.

### 181. Welcome Reception

6:15 pm to 7:30 pm

Muehlebach - Barney Allis Lobby

### 182. President's Reception for International Affiliates (by invitation only)

8:30 pm to 9:30 pm

Marriott - 12 Street Meeting Room

Attendee:

**Robert Doyle**, Harvard University

### 183. TED-Game Night

8:30 pm to 10:30 pm

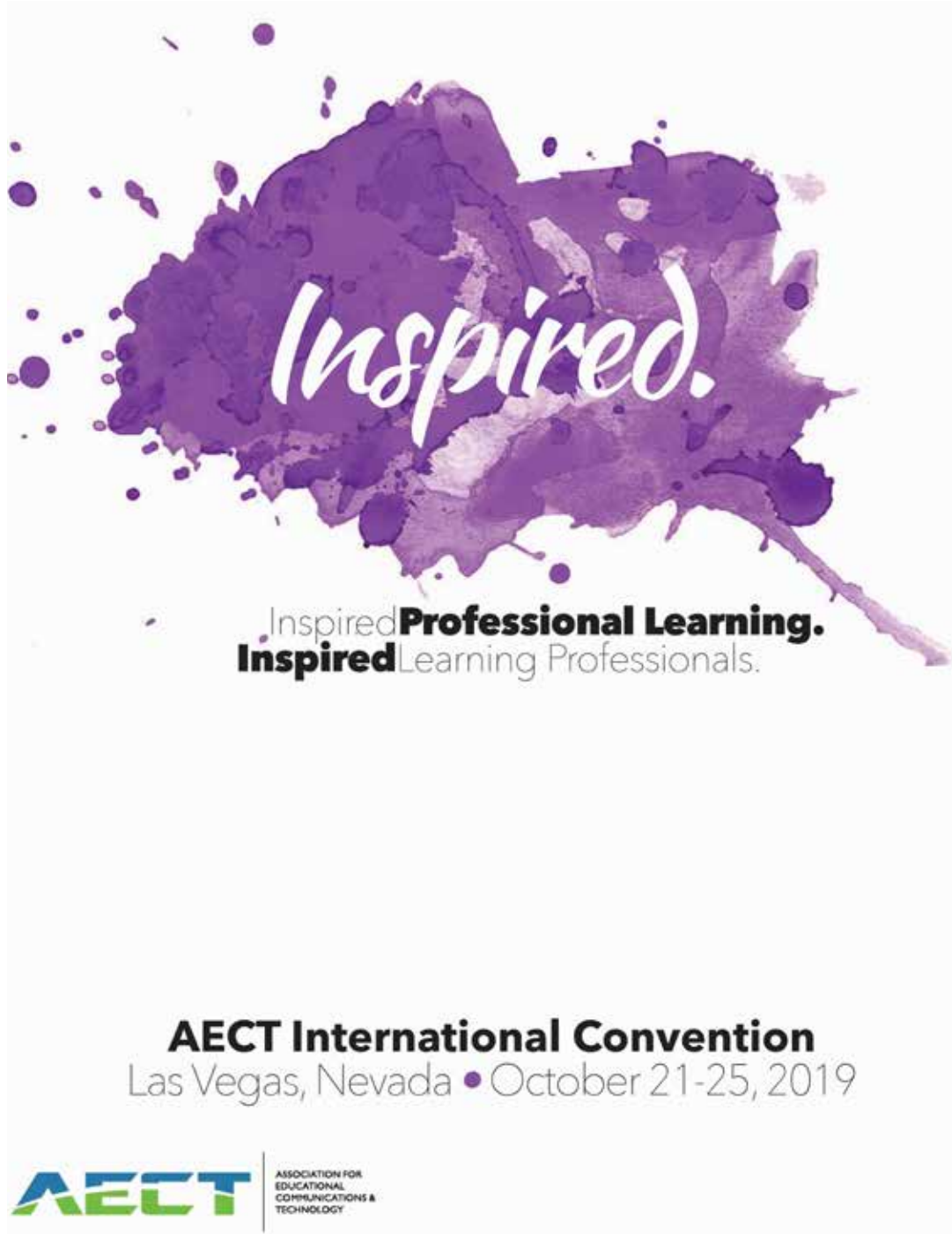
Muehlebach - Lobby Bar - Pit Stop

Chair:

**Tracy Russo Amalfitano**, Ferris State University

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**Please visit us at [aect.org](http://aect.org) for details.**

**184. Intern Meeting - 2 Thursday**

7:00 am to 7:20 am

Muehlebach - Taft

Chair:

*Megan Conners Murtaugh, Independent Consultant***185. AECT Breakfast with Champions**

7:30 am to 8:45 am

Muehlebach - Imperial Ballroom

**186. AECT “Pit Stop” Hospitality - Thursday**

9:00 am to 6:00 pm

Muehlebach - Lobby Bar - Pit Stop

AECT wishes to welcome all our members and guests to the 2018 Convention! The Pit Stop is a chance to re-fuel, change your tires, and get needed quick repairs. This conference is a chance for that same re-charge of your professional development! First Timers, Retired Members, International Members, Graduate Students, and ALL attendees... We will also have a few charging stations available in the Pit Stop to plug-in and re-charge your mobile devices to keep you up and running! Please use the Pit Stop as a space to gather anytime during the conference to meet new colleagues, greet old friends, or just connect with others! Hours are Wednesday through Friday, 9am–4pm.

**187. AOT-Effects Of Group Support Size On Reflective E-Portfolio Development To Enhance Career Decision Self-Efficacy Of Upper Secondary School Students In Thailand; Activity Theory Perspective**

9:00 am to 9:25 am

Muehlebach - Burgundy

Presenter(s): *Suthanit Wetcho*, Chulalongkorn UniversityContributor(s): *Jaitip Nasongkhla*, Chulalongkorn University**188. Committee: History & Archives**

9:00 am to 10:05 am

Muehlebach - Taft

**189. DDL-A Validation Study of the Online Learning Self-Efficacy Scale**

9:00 am to 9:25 am

Marriott - Julia Lee A

Presenter(s): *Rose Marra*, University of Missouri;*Chia-Lin Tsai*, University of Northern Colorado;*Moon-Heum Cho*, Syracuse University

The present study aims to validate the Online Learning

Self-Efficacy Scale (OLSES) and to determine the use of this tool for identifying distinct sub-groups of online learners with different self-efficacy profiles. Psychometric properties of the OLSES were assessed using confirmatory factor analysis and latent profiles analysis with a college students sample (N=523). A five-factor solution was confirmed. Our results supported reliability (i.e., test-retest and internal consistency) and construct validity evidence of the OLSES.

**190. DDL-Large Online Undergraduate Business Course: A study on Cascading Communication as an Instructional Strategy**

9:00 am to 9:25 am

Marriott - Julia Lee B

Presenter(s): *Gamze OZOGUL*, Indiana University; *Susan Loucks*, Indiana University; *Ahmed Lachheb*, Indiana University School of Education; *Annisa Ratna Sari*, Indiana University; *Meina Zhu*, Indiana UniversityContributor(s): *Vladimir Abramenska*, Indiana University; *Victoria Abramenska*, Indiana University; *Parama Chaudhuri*, Indiana University

Teaching online to a large number of students presents a challenge to both instructors and students. In this session, we will discuss a solution that undergraduate business school instructors implemented to leverage four instructors to 1362 students (0.29 instructor per student ratio). This instructional solution also allowed them to offer a synchronous component to the online course and provided an opportunity for students to achieve course learning outcomes by practicing their leadership skills virtually.

**191. DDL-Learning Analytics and Dropout Detection: Ensuring all Learners Have a Chance at Success**

9:00 am to 9:25 am

Muehlebach - Trianon B

Presenter(s): *Joshua S Key*, Emporia State University; *Dabae Lee*, Emporia State University

Can we predict dropout by students' online activities? The learning analytics of N=29 graduate students in an online course in an accredited tertiary institution's LMS were mined and analyzed. Dropouts and non-dropouts were compared across all available variables. As a result, three variables were identified as potential predictors: average number of page views, date of first login, and timelines of assignment submissions. In all three variables, notable differences were found between the dropouts and non-dropouts.

**192. DDL-Talk Matters: Graduate Students Perceptions of Online Learner-Learner Interaction Design and Experiences**

9:00 am to 9:25 am

*Muehlebach - Trianon A*Presenter(s): **Eraldine Williams-Shakespeare**, University of South FloridaContributor(s): **Yiping Lou**, University of South Florida

This dissertation study examines graduate students' perceptions of social interaction, cognitive learning and overall satisfaction in online courses with a focus on learner-learner activities. Using a mixed-methods design, data are collected via a modified community of inquiry survey, content analysis of online course design and student interviews. Preliminary results of the Pearson correlation of the survey data indicated there was a significant positive association between social presence and satisfaction and between cognitive presence and satisfaction. References Croxton, R.A., (2014). The Role of Interactivity in Student Satisfaction and Persistence in Online Learning. *Journal of Online Learning and Teaching*. 10:2, 314-324 Harasim, L. (2012) *Learning Theory and Online Technologies* New York/London: Routledge Huang, H.M. (2002) Toward constructivism for adult learners in online learning environments. *British Journal of Educational Technology*. Vol.33 No.1 27-37 Ke, F. (2013). Online interaction arrangements on quality of online interactions performed by diverse learners across disciplines. *The Internet and Higher Education*, 16, 14- 22. Kuo, Y. C. (2014). Accelerated online learning: Perceptions of interaction and learning outcomes among African American students. *American Journal of Distance Education*, 28(4), 241- 252. Liu, X., Magjuka, R. J., Bonk, C. J., & Lee, S. H. (2007). Does sense of community matter. *Quarterly Review of Distance Education*, 8(1), 9-24. Padilla Rodriguez, B.C., & Armellini, A., (2015). Expanding the Interaction Equivalency Theorem. *International Review of Research in Open and Distributed Learning*. 16:3 Redmond, P., & Lock, J. V. (2006). A flexible framework for online collaborative learning. *The Internet and Higher Education*, 9(4), 267-276. Roblyer, M. D., & Wiencke, W. R. (2004). Exploring the interaction equation: Validating a rubric to assess and encourage interaction in distance courses. *Journal of Asynchronous Learning Networks*, 8(4), 24-37. Sadykova, G. (2014). Mediating knowledge through peer-to-peer interaction in a multicultural online learning environment: A case of international students in the US. *The International Review of Research in Open and Distributed Learning*, 15(3). Woods Jr., R.H., & Baker, J.D., (2004).

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**193. D&D-Roundtable/Poster Session**

9:00 am to 10:45 am

*Muehlebach - Royal Exhibit Hall***D&D-An Exploration of Our Field's Online Doctoral Degree Programs and their Requirements**Presenter(s): **Nate Turcotte**, Penn State University; **Joshua A Kirby**, Penn State University

This exploration aimed to identify existing online doctoral degree programs and their degree requirements in the realm of Learning, Design, and Technology (LDT). As Penn State's LDT program continues to grow in size, diversity, and magnitude, a need for an online doctoral degree has arisen. This initial investigation catalogs the existing online courses and online support resources, and evaluates all that would be needed to launch an online doctoral degree in our field.

**D&D-An Introduction to the Cognitive Refraction Model for Instructional Design**Presenter(s): **Hannah M Grossman**, UCLA

The Cognitive Refraction Model is an instructional design tool for categorizing learning objectives into process categories based upon the work associated with the learning task. Based in experiential learning and applied cognitive science, each category relates to recommendations of learning tasks, tools, and evaluation methods. In this workshop, instructional designers will experientially explore the model to categorize learning objectives, guide activity planning, and design instructional support tools in a problem-based activity.

**D&D-Assessment beyond Classroom**Presenter(s): **Yachi Wanyan**, Texas Southern University; **Youmei Liu**, University Of Houston

This session will present a research project funded by National Sciences Federation (NSF) to design specialized Artificial Intelligence tools for engineering students at the Texas Southern University. The study project implemented multi-dimensional assessment activities to evaluate student-centered learning and program quality. The collected data have been used strategically to make project expansion, enhance teaching quality and improve student learning. In this session, the assessment experiences and research data will be shared with audience.

**D&D-Best Practices for Large Enrollment Online Courses**Presenter(s): **Charini Urteaga**, University of Arkansas

Contributor(s): *Lisa Pierce, University of Arkansas*  
Presenters will share a meticulous review of impactful changes made to a course with over 1,700 enrollments a year, that resulted in a positive outcome in both grades and student experience. Large enrollment courses require a different set of design strategies that pay special attention to feedback and common questions from students which will be covered in detail during the session.

**D&D-Creating Accessible Instructional Materials to Improve Learning for All**

Presenter(s): *Pauline Salim Muljana, Old Dominion University; Tian Luo, Old Dominion University*

This proposal reports ready-to-implement best practices of creating accessible instructional materials to promote equal access to information which proactively helps improve learning for all. The numbers of students with disabilities attending schools or colleges and employees with disabilities being active in the workforce are impressive, in addition to the fact that our learners are diverse. Educators and instructional designers can contribute by providing a better learning experience for everybody regardless of differences through accessible materials.

**D&D-Designing Asynchronous Elearning Tutorials to Support Families of Deployed Military Personnel**

Presenter(s): *Trey Martindale, Mississippi State University*

We will describe the creation of a series of 14 elearning tutorials as part of a web portal to provide support for spouses of active duty military personnel deployed overseas. Professional counselors and case managers were subject matter experts (SME) as we designed and developed these asynchronous web-based tutorials about stress management, grief, family dynamics, conflict resolution, and similar topics. We will discuss challenges working with SMEs unfamiliar with elearning.

**D&D-Exploring Learner Characteristics as Potential Moderators of Conceptual Learning in Productive Failure**

Presenter(s): *T. Logan Arrington, University of West Georgia*

Contributor(s): *Aubteen Darabi, 4623-C University Center, LSI*

This session presents the results of a two-groups experimental study examining productive failure in an undergraduate chemistry course. The study examined the impact of two learner characteristics on conceptual learning on the topic of chemical reactions. The results of the study, suggestions for future research, and implications will be discussed.

**D&D-Exploring Strategies for Developing Abstraction in Computational Thinking**

Presenters: *Yingxiao Qian, Ikseon Choi, University of Georgia*

This presentation showcases instructional strategies for developing abstraction in computational thinking. Although fostering abstraction is a major objective of schooling, little research addresses strategies for teaching abstraction in computational thinking. We first define abstraction in computational thinking by identifying its underlying processes. Then we describe challenges in fostering abstraction in computational thinking. Finally, in responding to these challenges, we propose relevant instructional strategies. Professionals and researchers investing in STEM education will benefit from this session.

**D&D-Learning Beyond the Playing: An Experimental Study on Learning Transfer in Game-based Learning**

Presenter(s): *Zhichun Liu, Florida State University*

Although literature provided much evidence that games can improve acquiring knowledge and skills, empirical studies show that learners might not be able to connect their in-game understanding with formal knowledge. This study aims to investigate the learning transfer issue of using an educational game from the perspective of preparation for future learning. Participants will learn to program through either an educational game or a web-based instruction. The transfer performance and attitude difference will be compared.

**D&D-Learning Math through Embodied Interactions – an Exploratory Study**

Presenter(s): *Xinhao Xu, University of Missouri-Columbia; Isa Jahnke, University of Missouri-Columbia*

Body movements and learning are connected. However, it still remains unsolved how to build body movements for specific lessons and how to integrate pedagogy or instructional design. We want to discuss an exploratory study on embodied interactions in teaching math for children in elementary school. Students will use their body movements to interact with math learning materials. With AECT attendees together, we want to discuss potential and challenges related to embodied interactions and learning.

**D&D-Leveraging Faculty, Students, and Administrators to Improve Student Success through Reducing the Cost of Instructional Materials**

Presenter(s): *Brian Beatty, San Francisco State University*

This session describes a four-year effort to improve student academic performance and retention at a large diverse urban public university by reducing instructional materials costs to students. The university invested approximately \$200,000 and provided over \$5,000,000 in direct cost savings to students. Included is the program design, addressing faculty, student, and administrative influences that combined to provide

substantial savings. Further, this presentation reports the observed impact on student success measures in participating courses and programs.

**D&D-Making connections for enhancing teaching: A multifaceted approach to guide foreign language instructors through course development process**

Presenter(s): *Nadia Jaramillo, Iowa State University*  
This presentation aims to discuss a multifaceted instructional design approach to guide foreign language instructors in the process of course development. This multifaceted approach involved a modified version of ADDIE model, (2) Understanding by Design framework, and (3) Quality Matters Standards. Each framework contributed to the course development process in particular and unique ways that, when integrated, provided a solid foundation where course components connected and aligned to each other.

**D&D-Making Interactive Videos With Free Online Tools**

Presenter(s): *Nadeyah Alreiahi, Ohio University*  
Contributor(s): *Dana Simionescu, Ohio University*  
This presentation reports on the practice of creating interactive videos for teaching purposes. We will start by presenting the rationale for interactive video through an overview of the literature. Then, we will show example videos, introduce a range of free online tools that can be used to produce an interactive video, and briefly walk the participants through the process of adding interactivity.

**D&D-Making, Learning, and Maker Education**

Presenter(s): *Yu-Chang Hsu, Boise State University; Yu-Hui Ching, Boise State University*  
Contributor(s): *Sally J Baldwin, Boise State University*  
In this presentation, we will provide an overview of the current efforts in maker education, supported by a review of empirical studies. Our findings will inform the community about learning outcomes, common and potential issues, challenges, resources, and future research directions regarding maker education.

**D&D-Maximizing Learning for Novice Instructional Designers: What 25 Years of Instructional Design Expertise Research Has Taught Us.**

Presenter(s): *Katherine Chartier, Purdue University; Adrie Koehler, Purdue University*  
The future of the instructional design field depends largely upon how novice designers are trained to solve a variety of complex challenges. Although scholars have laid a strong foundation considering questions such as what instructional design looks like and what experts do in practice, more investigation is needed to explore the development of expertise from a novice standpoint. Using synthesized ID expertise research, this roundtable will discuss strategies to enhance the training of novice designers.

**D&D-Perceptions Among Professionals, Students and Educators on Instructional Design and Technology Academic Programs**

Presenter(s): *Ali Alshammari, Purdue University*  
This paper aims to fill a gap in literature on the effectiveness of Instructional Design and Technology (IDT) academic programs. It will explore the effectiveness of university academic programs at preparing qualified instructional designers for instructional design career environments. The perspectives of professionals, students and educators will be included. The challenges and recommendations for enhancing the effectiveness of IDT programs will be discussed.

**D&D-Re-design of Classrooms to Incorporate Emerging Technologies Beneficial to a Variety of Cultural Considerations**

Presenter: *Mary Smith, Stephen F. Austin State University*  
As educational/instructional technology resources are incorporated and considered for higher education learning environments, culture and availability provide information on how both the instructor and student can utilize the resources available in renovated learning environments to benefit learning. The nature and proliferation of available emerging technology resources available for use updated classrooms and instructional environments, is the focus of this discussion. Ways to enhance learning for all based on the diversity of learners will be included.

**D&D-Reframing our notion of eBooks: Technological and pedagogical affordances in the 21st century**

Presenter(s): *Albert Dieter Ritzhaupt, University of Florida; Li Cheng, University of Florida*  
Contributor(s): *Jingwei Li, University of Florida; Wenjing Luo, University of Florida*  
eBooks are a polysemous term as we do not have a widely accepted definition of this 21st century learning solution. The purpose of this presentation is to reframe the discussion about eBooks, provide an operational definition that highlights the affordances of this medium, and provide a proof of concept with an ongoing eBook project called "ADDIE Explained." The affordances will be discussed in detail to provide a rich description of the potential of eBooks.

**D&D-Teaching Scratch Programming in flipped classroom and inquiry-based learning contexts**

Presenter(s): *Wenting Zou, University of Texas at Austin; Hsiao-Ping Hsu, Department of Curriculum & Instruction, University of Texas at Austin*  
Contributor(s): *Cheng Ting Wang, National Taiwan University of Science and Technology*  
This study explored the effect of an instructional approach which combines flipped teaching and



inquiry-based learning on 103 fifth graders' learning of programming in an after-school program for 12 weeks. Under this instructional approach, the teacher selected online tutorials and designed problem-solving scenarios for students acquire and apply their knowledge of Scratch programming. The results showed there were significant improvement on students' digital problem-solving ability and digital self-efficacy after the program.

**D&D-The Collaborative Instructional Design System: An Innovative Instructional Design Tool For the 21st Century Learning**

Presenter(s): *Ismail Md Zain, Tutor, Utusan Malaysia, Malaysia Mainstream Media*

The aim of this proposal is to introduce an innovative instructional design tool that benefits the teachers of all levels. The Collaborative Instructional Design System (CIDS) deals on the important aspect of the 21st-century instructional design with wider perspectives involving various communities in education, sharing and collaborating ideas and strategies, promote creativities while establishing "globally competitive learners" towards the era of IR4.0 for a better future living in a new emergence of smart Society 5.0

**D&D-Theoretical Constructs to Inform the Design of Learning Experiences for Adults with Low Literacy Skills**

Presenter(s): *Jennifer Maddrell, Designers for Learning; John Baaki, Old Dominion University*

One in six adults struggles with low basic literacy skills, but less than five percent receive support in government-funded adult basic education programs. Focused on this year's convention theme of Learning for All, this discussion will explore how the instructional design community can be agents of social change by contemplating theoretical constructs to inform the design and future research of learning experiences to support these 33 million underserved citizens of our country.

**D&D-Using Selfies as an External Representation Tool to Increase Social Presence within a Community of Inquiry**

Presenter(s): *Laura Stapleton, Old Dominion University; John Baaki, Old Dominion University; Ana Redstone, Old Dominion University*

Contributor(s): *Bridgette Epps, Old Dominion University*

This session will review a study which used selfies as an external representation tool to facilitate social presence effects on learner-to-learner synchronous and asynchronous interaction and satisfaction within a synchronous, online graduate course. Embracing this

year's theme - Learning for All - this study examined learner-to-learner interactions within a community of inquiry to determine if the representation promotes all students' feelings of inclusion and connection, even when they are distant from each other.

**D&D-Addressing Graduate Student Resource Needs through a Gamified Design Case**

Presenter(s): *Synthia Clark, University of Tennessee, Knoxville; Susannah Finley, University of Tennessee, Knoxville; Jill Kristin Haynes, Univ of Tennessee*

This poster presentation focuses on a group that one may not consider underrepresented in a traditional sense – graduate students. However, the authors found a true need regarding access to resources for graduate students at UT Knoxville, and made this the focus of an instructional design project to create the layout of a game called Map the Terrain: Learn to Survive - and Thrive - in the Wilds of UT Grad School.

**D&D-Creating a Microlearning Environment to Facilitate Retention of Information: A Three-step approach**

Presenter(s): *Emtinan Alqurashi, Temple University*  
Microlearning refers to a learning strategy designed using a series of short segments of learning content and short activities that make a microlearning module. It is also called bite-sized learning because it utilizes small, well planned, bite-sized chunks of units or activities. This presentation discusses creating an effective microlearning environment with a three-step approach to help students retain information.

**D&D-Design and Development of Time Self-management System for College Students**

Presenter(s): *Zhijun WANG, Tianjin Normal University*

Contributor(s): *Xiao LIU, Tianjin Normal University; meng ZHANG, Tianjin Normal University; Wang Xue, Tianjin Normal University*

Based on the fourth generation of time management concept, as well as the comprehensive analysis of common time management software, the current situation of Chinese college students' time management and the psychological characteristics of Chinese college students, this research designed and developed a time self-management system suitable for college students, trying to provide technical support for their time management, help college students improve their time management efficiency and enhance their quality of life.

**D&D-Designing, Implementing and Revising an Emerging Pedagogy: Comparing Two Iterations of Instructional Design, Delivery, and Design Process**

Presenter(s): *Yi Jin, Sonoma State University;*

*Nadia Jaramillo, Iowa State University*

The presenters will discuss the design, implementation, and revision of an emerging pedagogy that utilizes team-based learning and flipped classroom by comparing two iterations of instructional design, delivery, and design processes. Details will be shared of how this emerging pedagogy evolves and how it could be implemented to meet diverse needs in a large enrollment course in a higher education setting. The presenters welcome both higher education faculty and instructional designers to join the conversation.

#### **D&D-Effect of Online Science Kits on Students'**

##### **Achievement Scores in Online Science Courses**

Presenter(s): *David Proudfoot, University of Phoenix; Mansureh Kebritchi, University of Phoenix*

This research proposal reports a causal comparative study on the efficacy of online science kits to improve students' science achievement in online science courses. A comparison of student end of course mean scores and course completion rates between kit and non-kit courses are provided. The presentation is designed to aid instructional designers, instructors, and institutions to identify the contributing factors for the effectiveness of the kits to increase students' achievements in online science courses.

#### **D&D-Examining the Effectiveness of Achievement Goal-Based Personalized Motivational Feedback in Online Learning**

Presenter(s): *Huanhuan Wang, Purdue University*  
Contributor(s): *James D. Lehman, Purdue University*  
The purpose of this study was to design and validate personalization rules for designing motivational feedback for online learning. Guided by a multiple goal perspectives framework drawn from achievement goal theory, for students with different achievement goals, personalized feedback was designed and delivered in online learning context. Mixed methods were used to collect data about learners' learning process, performance and perceptions. The effectiveness of the designed personalized feedback was examined and the results were discussed.

#### **D&D-Navigating Design Bias in the Research and Development of an Energy Management Game-Based Simulation**

Presenter(s): *D. Matthew Boyer, Clemson University*  
Our poster presentation will share our ongoing development of a game-based energy management simulation. In particular, we focus this poster on the different design biases we are navigating as we design the back-end models and front-side game functionality for this project. We will present both theoretical issues and practical difficulties to provide potentially

transferable knowledge for educational game design.

#### **D&D-Reflection Wrappers Activities to Promote Pre-Service Teachers' Metacognitive Strategies.**

Presenter(s): *AMANI ABDULLAH BIN JWAIIR, SIU*

This paper investigates the impact of the reflection wrappers activities to improve pre-service teachers' metacognitive strategies in the higher education classroom. Literature reviews about what is the reflection wrappers activities, how to use these activities, and the significance of using the reflection wrappers activities to enhance pre-service teachers' metacognitive strategies such as planning, monitoring, and evaluating.

#### **D&D-The Comparisons of Instructional Content Organization toward Student Learning Engagement**

Presenter(s): *Minh Thi Ngoc Pham, University of Missouri, Columbia, USA; Yen-Mei Lee, University of Missouri-Columbia; Siyuan (Grace) Zhou, University of Missouri*

Every Learning Management System provides different options for instructional designers or instructors to structure Instructional content. This work-in-process study explores a correlation between two ways of organizing the individual chunks of contents and student learning engagement in an online course. Specifically, the study uses learning analytics (such as login durations, frequencies, and the average mouse clicking times) and student survey to measure student engagement and participation. We will present student participant data and analysis that have led to our findings.

#### **D&D-Towards Developing a Visual Representation to Characterize Moment-to-Moment Socio-Emotional Interactions in Design Teams**

Presenter(s): *Tugce Aldemir, Pennsylvania State University*

This proposal reports a theoretical framework as an attempt to frame a longitudinal cultural-psychology design-based research that aims to develop a visual representation to characterize moment-to-moment socio-emotional interactions in design teams. This paper presents a qualitative exploration of psychological, social and socio-emotional constructs in collaborative design-thinking process. We conduct a comprehensive interdisciplinary literature review to conceptualize these constructs, and their interplays to develop a theory-driven coding framework to implement in the design-based learning setting.

#### **194. DELT-Image-based Learning Analytics in Science Learning**

*9:00 am to 9:25 am*  
*Muehlebach - Nixon*

Presenter(s): *Wanli Xing, Texas Tech University*

Contributor(s): **Bo Pei**, Texas Tech University;  
**Hee-Sun Lee**, The Concord Consortium  
Scientific argumentation is a language-based practice that requires the use of evidence to support claims. Evidence can be presented with visualizations such as graphs and images. This paper explores image processing techniques to discover relationships between features of images and the quality of scientific argumentation. Results indicate that the presence of the groundwater and the amount of water on the image has a statistically significant effect on students' claims and explanations.

**195. ETR&D Joint Editorial Board Meeting**

9:00 am to 10:05 am

Muehlebach - Truman B

Chairs:

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

**Tristan Johnson**, Northeastern University

**Lin Lin**, University on North Texas

**Patricia Young**, Uni. of Maryland Baltimore Co.

**196. GSA-Educational Technology and Social Equity**

9:00 am to 10:05 am

Muehlebach - Roosevelt

Presenter(s): **Amy C Bradshaw**, University of Oklahoma;  
**Angela Benson**, The University of Alabama;  
**DEEPAK PREM SUBRAMONY**, KANSAS STATE UNIVERSITY; **Nate Turcotte**, Penn State University

Contributor(s): **Murat Turk**, The University of Oklahoma

Social equity issues within the educational technology field are primarily concerned with social justice and equity issues regarding availability, accessibility, equitable distribution and use of educational technologies among groups of people in an inclusive approach that encompasses traditionally oppressed or ignored groups of people in the society. The primary goal of this session is to trigger some awareness of such equity issues among graduate students as the future faculty and scholars in the field.

**197. INTL-A Study on the Exploring Multilevel Structural Equation Modeling in the Smart Learning Intention: Case of Korea**

9:00 am to 9:25 am

Muehlebach - Tea Room

Presenter(s): **Gyun Heo**, Pukyong National University

Many studies did not consider the nested structure of

school. If we ignore multi-level approach of group feature, it will be difficult to obtain an accurate estimation related technology features. It can mislead the inaccurate conclusion. In this study, we apply to approach multi-level structural equation modeling based on the technology acceptance model. It expected that we could find the structural relationship not only student level but also at the school level

**198. Jenny K. Johnson International Hospitality Center - Thursday**

9:00 am to 4:00 pm

Muehlebach - Lobby Bar - International

Facilitators:

**Briju Thankachan**, Ohio University

**Szu-Yueh Justine Chien**, University of Wisconsin-Extension

An oasis of friendly smiles and warm hellos. A place for quiet time, connecting with colleagues/friends, and resting weary feet in familiar surroundings. Yes, this is the JKJ Hospitality space - for you and a hundred more of your international friends - ensuring you have a productive and fun AECT experience. Come check out the "Dr. Is In" & "Stories from Home" events! So stop by, grab a chair or join a table! We are looking forward to seeing you here!

**199. [NR]RTD-Creating place for knowledge building in a learning environment: An adapted design of WISE**

9:00 am to 9:25 am

Muehlebach - Trianon E

Contributor(s): **Mahir Akgun**, Penn State University;  
**Priya Sharma**

This paper reports on a case study that aimed to integrate knowledge building pedagogy using an adapted design of Web-based Inquiry Science Environment (WISE) in a middle school context. We seek to characterize the knowledge building that takes place within the specified learning environment. The lesson design for science classes was customized to focus on knowledge building and examine what knowledge building actions emerged in such a customized environment.

**200. OTP-Contact Points - Implementing Ongoing Performance Management Conversations in a Mid-Size Organization.**

9:00 am to 9:25 am

Muehlebach - Eisenhower

Presenter(s): **Jeroen Breman**, Northwest Lineman College

Contributor(s): **Leanna Whitney**, Northwest Lineman College  
Companies such as Deloitte, Adobe, Accenture, and

GE are moving away from annual performance reviews in favor of a more continuous process of goal setting, progress updates, priority setting, and providing two-way feedback (Buckingham & Goodall, 2015; Adobe, 2012; Cunningham, 2015; Baldassarre & Finken, 2015). In this presentation we share our experiences with implementing a similar performance management system in a mid-size for-profit educational institution.

### 201. Presidential - Building Powerful Learner Engagement: A View from Technology Labs

9:00 am to 10:05 am

Muehlebach - Colonial Ballroom

Presenter(s): **Angelica Pazurek**, University of Minnesota; **Jan Plass**, New York University; **Kay K Seo**, University of Cincinnati  
Contributor(s): **Bruce Homer**, City University of New York; **Matt Yauk**, The Ohio State University

This Presidential Session features two innovative technology labs and their work related to learner engagement. The Directors of the Consortium for Research and Evaluation of Advanced Technology in Education (CREATE) at New York University/City University of New York and the Learning Technologies Media Lab (LTML) at the University of Minnesota share insight into the dynamic interplay between learner engagement and technology.

### 202. RTD-Is it Formative Assessment or Formative Evaluation? or Both?

9:00 am to 10:05 am

Muehlebach - Lido

Presenter(s): **Robert F Kenny**, Florida Gulf Coast University; **Brad Hokanson**, University of Minnesota  
Contributor(s): **James Klein**, Florida State University; **Glenda A. Gunter**, University of Central Florida

Members of the Editorial Board from the Journal of Formative Design in Learning will discuss the journal's understanding of the terms 'formative', 'summative', 'assessment', and 'evaluation'. The goal of the session is to help potential authors develop appropriate research submissions to the journal. The journal is a new publication by Springer and AECT founded in 2017, and available to all members of AECT.

### 203. RTD-Scholars' temporal participation on, temporary disengagement from, and return to Twitter

9:00 am to 9:25 am

Muehlebach - Trianon D

Presenter(s): **George Veletsianos**, Royal Roads University; **Royce Kimmons**, Brigham Young University; **Olga Belikov**, Brigham Young University  
Contributor(s): **Nicole Johnson**, Open University of Catalonia

This mixed methods study provides a first-of-its-kind investigation into temporal aspects of academics' social media use. The presentation explores the results of this analysis, including outlining how Twitter use aligns with traditional work hours, frequency of breaks on Twitter, and reasons for leaving and returning to the platform.

### 204. RTD-The Validation of an architectural design theory: The message layer

9:00 am to 10:05 am

Muehlebach - Trianon C

Presenter(s): **Andrew Smith Gibbons**, Brigham Young University

This proposal reports a Category I competed study of correspondence between the layers of an architectural design theory and bodies of scientific and design theory from fields and disciplines outside educational technology. A wide range of theories from several fields were identified and studied. A selection of representative theories will be reported to illustrate the range of theories identified and the manner in which they apply to the design of instructional messaging systems.

### 205. SICET-Student Perceptions towards Online Learning Experience

9:00 am to 9:25 am

Marriott - Andy Kirk B

Presenter(s): **Yun Li**, Texas A&M University

This study gained insights into student perception toward their online learning experience using a qualitative research method. Guided by grounded theory methodology recommended by Strauss and Corbin (1998), this study discovered six major factors that affect online learning experience from students' perspective. These factors were course subjects, informational presentation, learning activities, types of feedback, types of interaction, and grade system.

### 206. SMT-Bored Readers? Try E-books with Texting and Games!

9:00 am to 9:25 am

Muehlebach - Hoover

Presenter(s): **Beth E. Jordan**, University of South Florida; **Diane Austin**, University of South Florida

Contributor(s): **Glenn Gordon Smith**, University of South Florida

This session will provide teachers, researchers, reading

specialists, and librarians a view of online interactive reading. The featured technology is a research-based software tool, IMapBook, which embeds games in e-books with social interaction, giving the readers a motivating learning experience. The goal of the tool is to encourage a lifelong interest in reading. The presenters will demonstrate the software, share recent research which guided the addition of chat features, and suggest strategies for classroom implementation.

**207. STC-Implementation of a Cloud-Based Solution for Learning: A Systems Approach to Large-Scale Organizational Change**

9:00 am to 9:25 am

*Muehlebach - Wilson*

Presenter(s): **Alison L. Moore**, Pearson Education; **Todd Adrian**, University of West Florida

Contributor(s): **Kendall St. Hilaire**, Indian River State College

This interactive presentation will share institutional change management strategies enacted by the Virtual Campus at a state college in Florida. In late 2016, the Virtual Campus team spearheaded a campus-wide migration from local-based Microsoft Office Suite to cloud-based Office 365. Speakers will outline the change management plan, systems thinking approaches, key decisions, and lessons learned. Attendees are invited to participate in a dialogue about best practices for executing large-scale organizational change and promoting institutional learning.

**208. STC-Roundtable Session**

9:00 am to 10:05 am

*Muehlebach - Truman A*

**STC-Agricultural Applications of Computer Science and Programmable Electronics (Ag-ACS): A Project Management Perspective**

Contributor(s): **Daniel Watanabe**, Underground Learning & Design; **Dusti Howell**, Emporia State University; **Joe Kern**, Olpe (Kan.) Junior/Senior High School  
This session discusses the Ag-ACS project, funded through the National Science Foundation. Ag-ACS exposes agricultural education students to computer science by using programmable electronics in rural and agricultural challenges, transitioning high school student experience into STEM-related careers. Project curriculum development and pilot testing are discussed, along with a “hands-on” virtual programming simulation.

**STC-Aligning to AECT 2012 Standards in an Educational Technology Masters Program**

Presenter(s): **Cheryl Murphy**, University of Arkansas; **Dennis Beck**, University of Arkansas

During this session you will interact with faculty from an Educational Technology graduate program that explored curriculum that aligns with the 2012 AECT standards. Learn how members of this faculty developed systems that gather programmatic data and afford the ability to drill down to the granular student and assignment levels to assess performance. Also learn about incorporation of a culminating eportfolio that forces students to demonstrate mastery of AECT standards through a creation/reflection process.

**STC-Creating the Classroom of the Future**

Presenter(s): **Cathy Green**, Oklahoma State University; **Tutaleni I. Asino**, Oklahoma State University; **Thanh Do**, Oklahoma State University; **Kathy Essmiller**, Oklahoma State University; **Sarinporn Chaivisit**, Oklahoma State University; **Younglong Kim**, Oklahoma State University; **Frances Alvarado-Albertorio**, Oklahoma State University

Contributor(s): **Wilmon Brown III**, Oklahoma State University

Typical approaches to building the higher education “classroom of the future” focus on the “what” of specific technologies and locations. This conceptual paper employs systems thinking about pedagogy, technology, place, and policy to ask instead about the where of the classroom of the future, thereby generating questions which transcend rapid technological changes and focuses on thinking about “learning for all” in any generation of classroom.

**[NR]STC-Determining why a learning technology intervention did not work: Failure mode effects and analysis methods**

Contributor(s): **Scott Joseph Warren**, University of North Texas; **Heather Robinson**, University of North Texas

This session introduces the FMEA technique for use in higher education instructional design as a proactive approach and tool to assist in the identification of potential failures. Educational developments with complex learning systems and technologies are prone to communication error and other human oversights. We will provide an example of how it was used in two instances to identify potential problems in a program and a digital curriculum implementation.

**STC-Education Leaders’ Perceptions of Faculty Ethical Decision Making: Awareness, Learning, and Change**

Presenter(s): **Cheryl Burleigh**, University of Phoenix  
Education leaders are charged with the task of upholding an ethical working and learning environment. Observations of the processes faculty at their school site employ in ethical decision making throughout the school day led to a deeper

understanding of school culture, thus creating a systemic change. This exploratory case study based on systems thinking grounded in the stories shared by education leaders not only revealed the education leader's perceptions, but also awareness, learning, and change.

**STC-Secondary School Students' Computer Self-Efficacy, Computer Anxiety, and Attitude toward 1:1 Computing Technology: An Extension of the UTAUT Model**

Presenter(s): *Heoncheol Yun*, Northern Illinois University  
Contributor(s): *Ying Xie*, Northern Illinois University; *Thomas J. Smith*, Northern Illinois University  
This research explored the effects of computer self-efficacy, computer anxiety, and attitude toward technology that influence secondary school students' one-to-one computing technology acceptance and use. The unified theory of acceptance and use of technology model guided this research, hypothesizing the relationships between the determinants affecting behavioral intention to use computing technology among secondary school students. This research confirmed that secondary school students' behavioral intention to use one-to-one computing technology was significantly affected by their computer self-efficacy, computer anxiety and attitude toward computing technology.

**STC-Supporting our Social and Intellectual Capital: A Bridge to the Future**

Presenter(s): *Sheree Buikema*, Purdue University; *Kristen Seward*, Purdue University  
Massive Open Online Courses (MOOCs) are one way to reduce educational inequalities for underrepresented gifted learners. Explore a MOOC designed for gifted students, and learn techniques for using MOOCs as a bridge between K-12 and higher education. Leave with a plan for developing your own MOOC, including ways to deal with issues such as privacy, copyright, accessibility, and scaling-up to accommodate thousands of learners. Attendees will participate in an actual course activity. Bring a device!

**STC-The Intersection of Instructional Design and Disability**

Presenter(s): *Michele Estes*, James Madison University  
Contributor(s): *Cheryl Beverly*, James Madison University  
In the spirit of the *Learning for All* conference theme this year, the authors will present findings of a thorough review of recent, international literature that shows an intersection of accessibility and instructional design research. This session will be of particular interest to instructional designers wishing to strengthen the analysis phase of ADDIE, anyone curious about international perspectives on accessibility, those interested in practical steps and

resources for designing inclusive learning experiences and working across disciplines.

**209. TED-Pedagogical Intent: A Guiding Principle for Designing An Online Participatory Teacher Professional Development**

9:00 am to 9:25 am

Marriott - Andy Kirk A

**TED-Pedagogical Intent: A Guiding Principle for Designing An Online Participatory Teacher Professional Development**

Presenter(s): *Bohdana Allman*, Brigham Young University  
This study examined the orchestration of the physical and pedagogical layers in the design of an online ELL teacher professional development course. Analysis revealed existence of a design space where specific solutions could be negotiated. The concept of pedagogical intent is proposed as an important guiding principle for purposefully aligning core attributes targeted on desired outcomes and supporting design and development of deep and meaningful learning experiences for all learners.

**210. AOT-Using Open Educational Resources with Connectivism Enhance Creative Thinking in THAI Students**

9:40 am to 10:05 am

Muehlebach - Burgundy

**AOT-Using Open Educational Resources with Connectivism Enhance Creative Thinking in THAI Students**

Contributor(s): *rusada natthaphatwirata*, Prince of Songkla University  
The study's purpose is to develop an OER at connectivist environment which promote high order thinking skills. There are five steps: 1) Stimulate 2) Scope 3) Improve 4) Integrate 5) Allotment. The Samples of study were 100 secondary students. Thai secondary students' posttest score gained from high order thinking skills part were higher than the pretest score at the statistical significance at level .01.

**211. CLT-Ensuring the Educational Success of Students With Special Needs Through Proper Assistive Technology Implementation**

9:40 am to 10:05 am

Muehlebach - Wilson

Presenter(s): *Soonhwa Seok*, Korea University; *Boaventura DaCosta*, Solers Research Group

A study is presented that identified 4 dimensions and 12 clusters of assistive technology (AT) implementation from the perspectives of AT experts. Evidence-based practices are discussed in the context of designing, planning, implementing, and assessing AT. This presentation is

intended to open a dialogue among special education teachers, practitioners, and other stakeholders committed to ensuring the educational success of students with special needs, who wish to further explore the proper implementation of AT services.

**212. DDL-Faculty perceptions of Universal Designs for Learning principles in asynchronous online environments**

9:40 am to 10:05 am

*Muehlebach - Trianon A*

Presenter(s): **Beth Oyarzun**, UNCC; **Carl Westine**, University of North Carolina Charlotte

Contributor(s): **Lynn Ahlgrim-Delzell**, University of North Carolina Charlotte

Universal Designs for Learning (UDL) principles epitomize learning for all, and are central to many university mission statements. We present results from a survey of online instructors used to assess needs for UDL training at one particular university. We assess faculty knowledge of UDL principles, perceptions of their value in online environments, and strategies used to adhere to UDL. Findings will be contrasted with current literature, and contextual factors surrounding UDL implementation will be discussed.

**213. DDL-Greek-Roman Mythology Redefined: Perceived Usefulness of a Cognitive Tool in an Undergraduate Online Course**

9:40 am to 10:05 am

*Muehlebach - Trianon B*

Presenter(s): **Ritushree Chatterjee**, Iowa State University

Contributor(s): **Alexander E Hall**, Iowa State University  
ThinkSpace, a cognitive tool with the underlying premise that people learn by creating explanations for any given system, was implemented in redefining an asynchronous online Greek and Roman Mythology undergraduate course. This paper elucidates the re-design of interpretive writing assessments as multi-step cases, affordances of the tool, and students' perceived usefulness of using ThinkSpace in learning the course content.

**214. DDL-Rubric to Evaluate Online Course Syllabi Plans for Engendering a Community of Inquiry: Round II**

9:40 am to 10:05 am

*Marriott - Julia Lee A*

Presenter(s): **Sandra Rogers**, Spring Hill College

Contributor(s): **Samir Khoury**, Spring Hill College  
We replicated a research study that analyzed online course syllabi with the Online Community of Inquiry (COI) Syllabus Rubric© (Rogers & Van Haneghan,

2016). The rubric consists of the following elements: instructional design for cognitive presence, technology tools for COI, COI loop for social presence, support for learner characteristics, and instruction and feedback for teaching presence. We reviewed 31 syllabi across disciplines and found above average cognitive presence, average social presence, and basic teaching presence.

**215. DDL-Social Network Analysis of Self-Regulation for Learning and Network Position**

9:40 am to 10:05 am

*Marriott - Julia Lee B*

Presenter(s): **Angela Doucet Rand**, University of South Alabama

The purpose of this study was to explore the impact of assigned roles and self-regulation for learning on network position. Self-regulation for learning was determined using the Self-Regulation Questionnaire for Learning. Interaction patterns in a group with assigned roles was compared to a group without assigned roles using social network analysis. Observation of social network patterns seemed to indicate a relationship between self-regulation and assigned roles.

**216. DELT-Examining the development of functional software requirements for DoD's Total Learning Architecture**

9:40 am to 10:05 am

*Muehlebach - Nixon*

Presenter(s): **Atsusi Hirumi**, University of Central Florida

Contributor(s): **Ashley Marie Smith**, University of Central Florida; **J.T. Folsom-Kovarik**, Soar Technologies, Inc.

Organizations attempting to leverage the use of innovative instructional systems, along with existing learning management systems and conventional educational technologies face substantive challenges in interoperability-the ability of different systems and software applications to communicate, exchange. This presentation examines how a team of instructional designer and software engineers worked together to integrate theoretical propositions associated with problem solving and the science of learning to design a framework of specifications, called the Total Learning Architecture (TLA).

**217. INTL-Examining International Teachers' Technology Integration Abilities and Instructional Planning Skills Using Mixed Methods**

9:40 am to 10:05 am

*Muehlebach - Tea Room*

Presenter(s): **Medha Dalal**, **Leanna Archambault**, Arizona State University

This presentation describes a mixed-methods study of technology professional development for international teachers. The study extends findings of our previous work with a new sample of international teacher participants. A survey based on TPACK framework examines international teachers' perceptions of their technology integration abilities. Moreover, interviews with a design task are used to triangulate data and qualitatively analyze instructional planning. The study has implications for international teacher education programs specializing in technology instruction.

and experiences of learners as well as how they choose informal learning tools when facing the just-in-time learning. The results of the research might benefit researchers and educators who are interested in learners' learning preferences and styles.

**218. OTP-Differential Predictors of Team- and Organization-level Performance Among the U.S. Government Workforce**

9:40 am to 10:05 am

*Muehlebach - Eisenhower*

Presenter(s): **In Gu Kang**, Boise State University

The purpose of this study is to identify similar and differential factors associated with team-level (work unit) and organization-level (agency) performance in the U.S. government workforce, using nationally representative data with multidimensional (e.g., demographics, work-related perceptions and behaviors, organization environment) and multilevel approaches (e.g., team- and organization-level). Results and findings of this study will be discussed in the session.

**219. RTD-Factors impacting middle school students' computer science efficacy, value, and interest**

9:40 am to 10:05 am

*Muehlebach - Trianon D*

Presenter(s): **Mete Akcaoglu**, Georgia Southern University; **Charles Hodges**, Georgia Southern University

Contributor(s): **Joshua Michael Rosenberg**, Michigan State University; **Jonathan Hilpert**, Georgia Southern University

In this study, we present results from a quasi-experimental survey research where we test two versions of a survey: one with priming first, one without the priming test.

**220. RTD-Learners as Active Decision-Makers to Choose Informal Learning Tools in the Just-In-Time Learning**

9:40 am to 10:05 am

*Muehlebach - Trianon E*

Presenter(s): **Xinyue Ren**, Ohio University

When facing the just-in-time learning, it is interesting to know about which informal learning tools are preferred by learners to solve problems in an immediate manner. The qualitative study aims to understand perceptions

**221. SICET-Research on the Relationships among Information Literacy, Information Needs and Use for College Internet Users in Cloud Computing Age**

9:40 am to 10:05 am

*Marriott - Andy Kirk B*

Presenter(s): **Hsin-Tzu (Tommy) Chen**, Chinese Culture University

"Information security is national security" is a national policy, in August 2016, the Information Security Department was set up by Executive Yuan through the security management law to promote the construction of key infrastructure, industry information security and protection, education and talent cultivation. In this new millennium, information security education is facing new challenges and at the need of reform. We are in a brand new environment because that the Cloud Computing and Internet of Things technologies are highly applied and developed in the new era. Internet users are being able to easily access to a lot of data and information, however, such convenience's caused many diverse security incidents and various problems, from privacy infringement to business losses and, national security crisis. It's crucial important, in the cloud age, for the internet users to build the new literacy and attitude of information security. This research is designed to analyze the questionnaires to find out whether there are significant differences in information literacy, attitudes and cloud internet users' characteristics of college students, as well as to provide the reference for the design and reform of information security education and talent cultivation.

**222. SMT-K12 Anti-Bullying Program with Conversational Agents: Possibilities and Challenges**

9:40 am to 10:05 am

*Muehlebach - Hoover*

Presenter(s): **Donggil Song**, Sam Houston State University

Contributor(s): **Eun Young Oh**, Seoul National University; **Hyeonmi Hong**, Jeju National University  
This study aimed to evaluate the effect of an anti-bullying intervention activity that uses a conversational computer agent system on students' attitudes towards bullying problems. An experimental pre/posttest design with a three group setting was used. After conducting the anti-bullying program, a t-test and an ANCOVA



was performed on the posttest results were conducted to test the difference between the pre/posttest scores among groups. The results of this study and implications are discussed.

**223. TED-Social Annotation with Pre-service Teachers: Promoting Digital Dialogue among All Students**

9:40 am to 10:05 am

Marriott - Andy Kirk A

Presenter(s): **Jonathan Allred**, University of Arkansas

This session will demonstrate how Hypothesis, a web-based social annotation tool, was used to create an environment of collaborative learning, and how it enriched and extended class discussions. In addition, the presenter will share how social annotation empowered students who didn't normally participate in class discussions to speak up and speak out. Finally, this session will conclude with a discussion of how teacher educators—and their pre-service teachers—can use social annotation in future classrooms.

**224. AECT-Equity in Learning: History, Evolution, and Influence in Education Design Practices**

10:20 am to 11:25 am

Muehlebach - Lido

Presenter(s): **Angela Benson**, The University of Alabama; **Amy C Bradshaw**, University of Oklahoma; **Robert Maribe Branch**, University of Georgia; **Albert Dieter Ritzhaupt**, University of Florida; **Andrew Tawfik**, University of Memphis; **Heather Leary**, Brigham Young University

Many researchers are concerned with equity in learning, education, and design. The field of educational design technology has attempted to address equity with mixed and sometimes unintended results. Advancing equity requires an understanding of it and then embracing research-based practices to make change happen. This diverse panel will interactively discuss the history and current practices related to equity in learning and how it has evolved and influenced education design practices.

**225. CLT-Enhancing Quality of Technology-Integrated Courses: Undergraduate Learning Assistants**

10:20 am to 10:45 am

Muehlebach - Wilson

Presenter(s): **Jennifer Park**, Indiana University Bloomington

The research discovers ways to enhance the quality of technology-integrated courses in undergraduate programs. The Bridge Builder (BB) method is

developed to enhance classes taught by international graduate students and assisted by Undergraduate Learning Assistants (ULA). ULAs would be a mentor for students taking the course and reverse-mentor international instructors in communication and content delivery. Through in-depth interviews with international instructors this research aims to seek the effectiveness and reliability of this teaching method.

**226. DDL-Comparing Predictive Effects of Social, Cognitive, and Teaching Presences on Learning Outcome according to Academic Disciplines**

10:20 am to 10:45 am

Marriott - Julia Lee A

Presenter(s): **Jieun Lim**, Purdue University

Contributor(s): **Jennifer Richardson**, Purdue University  
The Community of Inquiry framework has been used in numerous studies to date with over 1800 citations (Google Scholar, January 2018). However, these studies generally involve looking at a single discipline and rarely examine disciplinary differences as a potential factor in student outcomes. To address the issue, this study examines the differences in students' social, cognitive, and teaching presence and the effects of those presences on students' learning outcomes according to academic disciplines.

**227. DDL-Leading to Meaningful Statistical Learning: Incorporation of Different Contexts to Discussion Tasks**

10:20 am to 10:45 am

Marriott - Julia Lee B

Presenter(s): **Yi-Chun Hong**, Arizona State University; **Dabae Lee**, Emporia State University

Incorporating discussion activities becomes an increasing trend to support students' development of statistics knowledge and skills. This trend illustrates the critical need for conscientious design of the discussion tasks that elicit students' productive and meaningful interactions. To advance our knowledge on effective task design, We have conducted a qualitative study to examine students' interactions in an online statistics course as they respond to different natures of the discussion tasks and their peers.

**228. DDL-Relationships between faculty satisfaction and pedagogical beliefs in online courses**

10:20 am to 10:45 am

Muehlebach - Trianon A

Presenter(s): **Fethi A. Inan**, Texas Tech University; **Doris U Bolliger**, Old Dominion University

The purpose of this study was to explore correlation between online teachers' pedagogical beliefs and

satisfaction. Online instructor satisfaction measure and belief survey was administered to 167 instructors who taught courses in the online environment at a large, public western university. Our findings support that teachers have very high satisfaction with student-to-student interaction when teachers have higher constructivist pedagogical beliefs.

### 229. DDL-The Design and Challenges of MOOCs: A Case Study of Indonesian and Malaysian MOOCs

10:20 am to 10:45 am

Muehlebach - Trianon B

Presenter(s): **Annisa Ratna Sari**, Indiana University; **Curtis J. Bonk**, Indiana University; **Meina Zhu**, Indiana University

This study explores the instructors' perspective on the design experience and challenges of MOOCs developed at Indonesian and Malaysian universities and institutions using a mixed method approach. Forty-six instructors participated in the survey, and nine of them voluntarily participated in an email interview. The course design for their MOOCs entailed four categories, i.e., preparation, attraction, participation, and assessment. Collaboration, engagement, video production, and time constraints were found as the key design challenges.

### 230. DELT-Designing a Mobile Collaborative Virtual Reality Experience for Co-Located Learners Using Google Daydream

10:20 am to 10:45 am

Muehlebach - Nixon

Presenter(s): **Na-yeon Kim**, Carnegie Mellon University; **Mark J. W. Lee**, Charles Sturt University

Contributor(s): **Sharan Gokul Shodhan**, Carnegie Mellon University; **Julian Korzeniowsky**, Carnegie Mellon University; **Rajeev Mukundan**, Carnegie Mellon University; **Sijia He**, Carnegie Mellon University; **John Balash**, Carnegie Mellon University

The presenters will report on the design, development, implementation, and evaluation of Voyage, a multiuser mobile VR field trip experience for the middle-school science classroom. They will share insight into the pedagogical, technical, and design decisions that were made to support and encourage collaborative learning across the virtual and physical modalities. Attendees are also encouraged to visit the presenters' station at the Emerging Technologies Showcase before or after this session to experience Voyage for themselves.

### 231. ETR&D Award Presentation

10:20 am to 11:25 am

Muehlebach - Truman B

Chairs:

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

**Tristan Johnson**, Northeastern University

**Lin Lin**, University on North Texas

Presenters:

**Jan Elen**, CIP&T, KULeuven

**Royce Kimmons**, Brigham Young University

**Charles R. Graham**, Brigham Young University

**Rick West**, Brigham Young University

ETR&D Distinguished Development Award 2018 Presenters:

Dr. Jeremy Bailenson & Dr. Jan Elen Title: Description:

TBD AECT-ETR&D Young Scholar Award 2017 Presenters:

Dr. Royce Kimmons, Charles Graham, Richard West Title:

Description: TBD

### 232. GSA-Networking Tips and Tricks?

10:20 am to 11:25 am

Muehlebach - Roosevelt

Presenter(s): **Tutaleni I. Asino**, Oklahoma State University; **Tonia A. Dousay**, University of Idaho; **Jennifer L. Weible**, Central Michigan University; **Kathy Essmiller**, Oklahoma State University

Conferences provide excellent opportunities to build and maintain your network. Come hear the pros chat about the intentional creation and implementation of networking strategies. Geared specifically toward facilitating productive engagement during the Breakfast of Champions.

### 233. INTL-Comparing The Career Needs International Instructional Design Students

10:20 am to 10:45 am

Muehlebach - Tea Room

Presenter(s): **Erin Mills**, Regent university

Contributor(s): **Jill Stefaniak**, Old Dominion University  
One area which can contribute to successful career transition are career services that are culturally inclusive and contextually comprehensive. While this has brought a number of benefits to institutions, the students themselves report varying levels of career service satisfaction and overall career decision-making difficulty. This session will discuss the unique career needs and differences of domestic and international instructional design students.

### 234. LDC-Roundtable Sessions

10:20 am to 11:25 am

Muehlebach - Truman A

**LDC Roundtable-Cultivating a Mentoring****Relationship: Lessons Learned through the AECT Leadership Internship Program**

Presenter(s): **Rebecca M. Reese**, Colorado School of Mines; **Jessica Resig**, The Pennsylvania State University

Creating a mentoring culture within an organization takes time and engagement across the organization. One of the primary methods for increasing engagement is for members to share their experiences with mentorship. This session will provide a focused discussion on the benefits and opportunities for mentorship and identify new paths for these types of relationships to occur within AECT and its members.

**LDC Roundtable-Motherscholar: MotherLeader**

Presenter(s): **Heidi L. Schnackenberg**, SUNY Plattsburgh Having children negatively affects women's careers in higher education (Mason, Wolfinger & Goulden, 2013). Only 29% of tenured faculty mothers seek promotion to full professor (Ward & Eddy, 2013) and far fewer pursue upper administrative posts. Thus, the dearth of women in administration in higher ed is partially due to a "baby bias" (Cohen, 2002). The current presentation explores these challenges and proposes systemic changes so that more motherscholars in the academy can become MotherLeaders.

**[NR]LDC Roundtable-Reach Them to Teach Them through Mentoring and Leadership**

Contributor(s): **Michelle Chappell**, Morehead State University; **Dr. Caroline Atkins**, Kentucky Council on Postsecondary Education

Higher education in Kentucky is disproportionate in its faculty diversity. The Kentucky Council on Postsecondary Kentucky Academic Leadership Development Institute (ALDI) program began in 2017 to prepare underrepresented minority faculty to take on leadership roles at their institutions. Given its purpose, partnering the ALDI with the Closing the Achievement Gap Initiative, would provide students who have barriers more access to resources and mentors who are sensitive to those students' needs.

**235. [NR]STC-Facilitating Change through Systems: A Rural High School Going From the Bottom to the Top**

10:20 am to 10:45 am

*Muehlebach - Eisenhower*

Contributor(s): **Stephanie Emmons**, Morehead State University & Fleming County High School

Schools across the country are facing greater challenges than ever before. Schools must prepare students to face high stakes testing, and teachers teach to new standards with fewer resources. In an educational culture where

if schools do not meet specific benchmarks they are allotted titles such as "persistently low achieving" or "priority school". These titles are incredibly challenging to overcome and have an impact on students, staff, parents, and the community. So how does a school overcome such obstacles? The answer is through systems. Systems are the platform that bring about a structure and focus to schools that often have been functioning with little organization.

**236. PAECT-Gamification playtest of Zombie Ed Tech Apocalypse – For Educational Technology Leaders**

10:20 am to 10:45 am

*Muehlebach - Burgundy*

Contributor(s): **Dalinda Bond**, AECT Convention Scheduler; **Lynn Hummel**, Bloomsburg University Explore the newest gamified professional development experience for Educational Technology Leaders! Zombie Ed Tech Apocalypse is interactive tool incorporating the actions and behaviors of a role-play without many of the role-play hassles. This specially designed card game is great way to foster camaraderie and the exchange of knowledge, tips and insights that only seem to be generated in face-to-face interactions. Incorporates ISTE standards into practice! Come and join the fun!

**237. Presidential - Increasing Engagement by Integrating Game Mechanics into Methodology**

10:20 am to 11:25 am

*Muehlebach - Colonial Ballroom*

Presenter(s): **Robert Appelman**, Indiana University Bloomington

All teachers want their students to be engaged with the content they are teaching or having them discover. However, if one considers engagement during a total day, it is most intense while playing video games instead of when they are doing school work, both in and outside of the classroom. This presentation posits that integrating the mechanics that structure a game into teaching methodology will increase student engagement, collaboration, and creative thinking.

**238. RTD-Creativity and Family Income: Comparing creativity in eighth graders**

10:20 am to 10:45 am

*Muehlebach - Trianon E*

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

Contributor(s): **Bernard Palomera**, University of Minnesota; **Alexandra Hermon**, University of Minnesota

Creativity is often thought of as only belonging to the most privileged. A group of 995 8th grade students ages

13 to 14 from six middle schools in a Minnesota district were tested using the Visual Form of the Torrance Test of Creative Thinking. This research examines the connection between income and creativity, by comparing participants and non-participants in the Free and Reduced Price meals program.

### 239. RTD-Electrodermal activity detection and the passive recording of arousal in Maker activities

10:20 am to 10:45 am

Muehlebach - Trianon D

Presenter(s): **Victor R Lee**, Utah State University

Contributor(s): **Ryan Cain**, Utah State University; **Liam Fischback**, Utah State University; **Aditya Chandel**, Utah State University

This proposal reports a Category 3 Research Methodology submission involving wearable electrodermal activity sensing technology to detect heightened psychophysiological arousal in afterschool youth Maker programs. The goal is to use moments of inferred heightened engagement to index moments that are concurrently recorded by wearable cameras and then identify common moments and activities that lead to heightened arousal, engagement, and situational interest. Data from three multiweek programs are used to inform the methodological work.

### 240. RTD-Toward Evidence-based Implementation of a Learning Analytics System

10:20 am to 10:45 am

Muehlebach - Trianon C

Presenter(s): **Clara Schumacher**, University of Mannheim

Contributor(s): **Dirk Ifenthaler**, University of Mannheim; **Daniel Schön**, University of Mannheim

The interest in implementing learning analytics (LA) in higher education settings increases as many benefits are associated with it. This paper focusses on a pilot of a LA system implemented into an existing learning management system (LMS). The study investigates whether students' perceived benefits from LA systems and their interaction in the LMS are related to their test performance. Findings indicate that students' current study grade, their interaction with the LMS and self-assessments were significant predictors for their test performance.

### 241. SICET-Principles Underlying the Design of a Fraction Game from the perspective of Learning Sciences

10:20 am to 10:45 am

Marriott - Andy Kirk B

Presenter(s): **Lu Zhang**, Peking University

Contributor(s): **Junjie Shang**, Graduate School of Education, Peking University; **ruonan hu**, Peking University; **Jialing Zeng**, Peking University; **Xiaofang Wang**, Primary School of Shunyi No.1 Middle School; **Mingyu Hu**, Primary School of Shunyi No.1 Middle School; **Qinmu Peng**, School of Electronic Information and Communications, Huazhong University of Science and Technology

Though fraction knowledge is critical for Math learning, fraction learning is still challenging for both teachers and students in many countries. Some game-based interventions can be designed to help children learn fraction knowledge. From the perspective of Learning Sciences, a fraction game "Run Fraction" has been designed for primary school children based on learning theories and cognition theories. This proposal will present the core principles underlying the designing of the game.

### 242. SMT-A review of design and technological components of educational digital resources

10:20 am to 10:45 am

Muehlebach - Hoover

Presenter(s): **Sheng-Bo Chen**, The Ohio State University; **Kui Xie**, The Ohio State University

Contributor(s): **Gennaro Di Tosto**, Ohio State University; **Wanchanit Vongkulluksn**, Ohio State University  
Digitized content has blurred the definition of "textbook", presenting a set of challenges for K-12 education connected to their evaluation and adoption in classrooms. The present work aims to address the issue by providing a big picture of the quality of currently available products, by analyzing a database of 1200 educational resources, which have been evaluated using a validated rubric.

### 243. Tech Trends Editorial Board

10:20 am to 11:25 am

Muehlebach - Taft

Chair: **Charles Hodges**, Georgia Southern University

### 244. TED-Membership Meeting

10:20 am to 11:25 am

Marriott - Andy Kirk A

Chair: **Tracy Russo Amalfitano**, Ferris State University

### 245. CLT-Perception of Computer Science Teachers on Inclusion of Culturally Responsive Pedagogy

11:00 am to 11:25 am

Muehlebach - Wilson

Presenter(s): **Zahira Merchant**, San Francisco State University  
Capitalizing on the cultural experiences - culturally responsive pedagogy to teach underrepresented in technology has been a recommended strategy. During a PD program, K-12 computer science educators were introduced to culturally relevant pedagogy (CRP). The educators were presented with examples of integrating CRP across grade levels. A post survey was administered to capture their perceptions about CRP. The analysis of the data suggests that teachers strongly agree that CRP should be integrated in the CS curriculum.

**246. D&D-Cybermatics Playable Case Study: Teaching Cybersecurity through Interactive Simulations**

*11:00 am to 11:25 am*  
*Muehlebach - Trianon C*

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

Contributor(s): **Derek Hansen**, Brigham Young University; **Jon Balzotti**, Brigham Young University  
We have developed a novel interactive simulation to teach basic cybersecurity skills. We believe our program, which we refer to as a Playable Case Study (PCS), can be an effective tool to introduce students to the field of cybersecurity, help students gain self-efficacy in beginning cybersecurity tasks, and combat some of the stereotypes that may dissuade women and other underrepresented populations from the field.

**247. D&D-Employing Empathic Design in Designer Decision-Making**

*11:00 am to 11:25 am*  
*Marriott - Julia Lee A*

Presenter(s): **Monica Tracey**, Wayne State University

Contributor(s): **Alisa Hutchinson**, Wayne State University  
In an effort to create meaningful user experiences, instructional designers participate in continuous decision-making during design. Empathic design draws on designers' sensitivity toward their learners as a reference for design decisions. Predictions about an emotional reaction to future events, is an important influence on decision-making in general and may be particularly meaningful for empathic design. This mixed-methods study examined designers' projections of learners' instructional experiences as they designed a collaboration-based interactive activity.

**248. D&D-Instructional App Development for All People**

*11:00 am to 11:25 am*

*Muehlebach - Trianon B*

Presenter(s): **Kenneth Luterbach**, East Carolina University

As a planning activity, instructional design is open to all people. However, some people may feel excluded from instructional development for a variety of reasons. They may believe that the requirements of multimedia development exceed their technical skills. In the case of instructional app development, in particular, they may regard computer programming as exceedingly complex. This session counters those views and seeks to make participation in instructional development appealing to all people.

**249. DDL-Roundtable/Poster Session**

*11:00 am to 12:45 pm*

*Muehlebach - Royal Exhibit Hall*

**DDL-Better Way to Learn English? Mobile Learning!**

Presenter(s): **Sungwoong Lee**, Emporia State University

Contributor(s): **Kyunghwa Cho**, Florida State University;

**Min-Ho Joo**, Konkuk University;

**Betsy Becker**, Florida State University

The use of mobile technologies has recently received great attention in language learning. Most research evaluates the effects of employing mobile devices and explore the design of mobile-learning interventions. However, it is still unclear whether the use of mobile devices in language learning is more effective than other instructional approaches or whether the effects of mobile-device use vary in different settings. Our meta-analysis will explore these questions about mobile technology use in language learning.

**DDL-Comparison between faculty and student preceptions on instructor interactions**

Presenter(s): **Samantha D Penney**, Indiana State University

With the Federal call for regular and substantive interactions the big questions becomes, "are we doing enough in our online courses?" This session will discuss the finding of research conducted at a mid-sized university using an adapted Community of Inquiry survey. The survey was administered to students who were taking an online course or in an online major and a second version was given to online faculty.

**DDL-Developing and Using Interactive Case Studies for Transformative Learning Online**

Presenter(s): **Noelle Sweany**, Texas A&M University;

**Yun Li**, Texas A&M University

Contributor(s): **Nicola L. Ritter, MEd, PhD(c)**, Texas A&M University

The presentation will highlight 'best practices' for

developing cases, discuss the design and development of the case study module itself, as well as demonstrate a variety of methods for integrating case-based activities into an online course.

#### **DDL-Developing an Online Course and Examining Learner Satisfaction**

Presenter(s): **Serkan Izmirli**, *Canakkale Onsekiz Mart University, Turkey*; **Ozden Sahin Izmirli**, *Canakkale Onsekiz Mart University*

An online course should engage students, provide interaction and satisfaction. There is lack of studies for online course development. The purpose of this research is to develop an online course and examine learner satisfaction.

#### **DDL-Distributed Learning: From Behaviorism to Cognitivism to Constructivism**

Presenter(s): **Morgan Carter**, *University of North Texas*

This roundtable discussion will explore the theory of effective learning and teaching strategies in behaviorist, cognitivist, and constructivist distributed learning environments. The discussion will revolve around how instructors can attempt to understand their audiences and learners attempt to adapt to the unforeseen environment in which they might be assigned. Those that will benefit are instructors, learners, instructional designers, and/or researchers in the field of learning styles and emerging distributed environments.

#### **DDL-Effective Design of Online Courses Promoting Meaningful Learning**

Presenter(s): **Jane Howland**, *University of Missouri*; **Michele Meinke Kroll**, *SISLT- College of Education University of Missouri Columbia*; **Devon Whetstone**, *University of Missouri*

This roundtable will examine the design of successful online learning environments that promote meaningful learning. We will discuss the characteristics of meaningful learning and explore specific ways that technologies and instructional activities can facilitate the development of diverse communities of learners and support traditionally underrepresented groups. The session is intended for all individuals interested in designing and/or teaching in online learning environments.

#### **DDL-Enhancing Virtual Team Collaboration**

Presenter(s): **Jessica Briskin**, *Penn State University*; **Brian J. Seely**, *Bloomsburg University*

Technology facilitates transitions from in-person interaction to remote collaboration. Although students use technology in social settings, they often lack skills and knowledge to use available programs to complete assignments virtually. This session examines

technology to enhance virtual team collaboration.

#### **DDL-Faculty Perceptions of the Impact of QM Certification**

Presenter(s): **Berhane Tecelehaimanot**, *University of Toledo*  
Contributor(s): **Jiyu P. You**, *University of Michigan*

This study attempts to explore the faculty perceptions on the QM certification of their online courses. The QM standard has been widely adopted as a design tool for online courses in higher education. The major elements of the QM standard are findability, alignment, accessibility and usability. The QM peer review process has been widely adopted to ensure the quality of online course design.

#### **DDL-Importance of Instructional Designers in Online Higher Education**

Presenter(s): **Julia Hart**, *Columbia Southern University*

This presentation seeks to shed light on the importance of instructional designers in higher education. Many faculty members have difficulty accepting the opinion of instructional designers during online course development projects because they simply do not understand the field of instructional design and what it entails. This presentation will help those in academia realize the important contributions instructional designers can make to the development of high-quality courses for the online higher education format.

#### **DDL-Minority students' perceptions of online learning: Factors of self-regulation and learning outcomes**

Presenter(s): **Yu-Chun Kuo**, *Rowan University*  
Contributor(s): **Hungwei Tseng**, *Jacksonville State University*; **Yu-Tung Kuo**, *Purdue University*

This paper is an investigation of minority students' self-regulation and learning outcomes in online learning settings. We investigated the relationships of meta-cognitive self-regulation, Internet self-efficacy, and learning outcomes. The impact of student characteristics on meta-cognitive self-regulation and Internet self-efficacy was explored. Participants were African American undergraduate students who were enrolled in online courses from a university in the United States. Discussions and implications were provided based on major findings of this study.

#### **DDL-Online Learning's pending Critical Juncture: The Opportunity for Open Education Resources and Culturally Relevant Pedagogy**

Presenter(s): **Kae Novak**, *Univeristy of Colorado Denver*  
Recent state legislation in the United States have higher education institutions investigating open educational resources (OER). If publisher textbooks and material is to be replaced with OER, this provides

an opportunity for online courses to be redesigned at scale, which could include culturally relevant pedagogy and OER material based on social justice, equity, antiracism, and inclusion. This roundtable will discuss this critical juncture and the opportunity to act as change agents, designers, and educators.

**DDL-Saudi Instructional Designers' Perceptions of Usefulness and Ease of Use of Massive Open Online Courses**

Presenter(s): *Khaled Alshehri, Virginia Tech; Ali Alshammari, Purdue University*

Contributor(s): *Dima Alotaibi, University of Dammam*

The Massive Open Online Courses (MOOCs) play an important role in the next phase of education in Saudi Arabia. It has the potential to reach learners who otherwise may not have access to higher education. This paper aims to investigate the effectiveness and the ease of use of MOOCs in Saudi education from the perspective of Saudi Instructional Designers.

**DDL-Students' Interaction in A Gamified Online Course: A Comparison Analysis of Six Cases**

Presenter(s): *Jiaming Cheng, Syracuse University*

Contributor(s): *Jing Lei, Syracuse University*

This study intended to investigate the influences of gamification design on students' interaction in a graduate level online course. The gamification design was based on Rigby and Ryan's (2007) Playing Experience on Needs Satisfaction (PENS). Six students' interaction pattern in the online discussion forum was documented and compared. Gamification design had positive influences on the six students however the degree was various.

**DDL-Support Services in Open and Distance Education: An Integrated Model of Open Universities**

Presenter(s): *Evrin Genc Kumtepe, Anadolu University*

Contributor(s): *Elif Toprak, Aylin Ozturk, Gamze Tuna, Hakan Kulinc, Irem Aydin-Menderis, Anadolu University*

In this study, it is envisaged to develop a model based on the current support services literature in the field of open and distance learning and the applications of the distance higher education institutions. Specifically, content analysis technique is used to evaluate the existing literature in the distance education support services, the information published on websites, and applications of distance higher education institutions across the world.

**DDL-The Usual Suspects: Working Relationships Among SME and Designer in New Program Design**

Presenter(s): *Jenifer B. Summerville, Barbara Miller Hall, Northcentral University*

Instructional Designers are accustomed to working with a variety of faculty, staff, SMEs - the usual

suspects - in their daily work lives. But what if the stakeholders are some of their own? What if Instructional Designers work with Instructional Design SMEs? How does that change the work dynamic? In this session, we will explore that change in work dynamic and how it affected getting design work done.

**DDL-The Virtual, Synchronous Class and Universal Design for Learning (UDL): Ideas for Practice**

Presenter(s): *Kim A Hosler, University of Denver*

The purpose of this round table topic is for faculty and instructional designers to consider and discuss practices for virtual, synchronous teaching (virtual conferencing) within an asynchronous online course guided by the UDL framework. Discussion will include a brief definition of virtual synchronous teaching, the UDL framework, and how it may be applied to videoconferencing in support of underrepresented student populations.

**DDL-Three Layer Design**

Presenter(s): *Weiwei Ji, Arkansas Tech University; Marcus Childress, Baker University*

Three Layer design serves as a guide to instructional designers and course developers for online course development. It consists of instructional design principles, user experience design and content design. The three design components support each other and work toward the same objective but focus on different functions and represent information from different design perspectives. The purpose of three layer design is to help instructional designers and course developers to design and develop an effective, interactive, content-rich, and pedagogically-meaningful online learning environment.

**DDL-Top Ten Online Instructional Strategies Preferred by Students**

Presenter(s): *Firm Faith Saint Annie Watson, Murray State University*

Contributor(s): *Marianne Castano Bishop, Indiana University South Bend; Debra Ferdinand-James, University of the West Indies, St. Augustine, Trinidad*  
Presenters will describe the top ten instructional strategies that emerged from the qualitative responses from over 600 master's students who answered a dissertation survey question: What specific things would you like your online instructors do to help you learn successfully? The presentation will relate these strategies to the Seven Principles for Good Practice in Undergraduate Education and the Quality Matters Rubric. Examples of student feedback will be provided, highlighting students' voices in their preferences.

**DDL-Towards an Operational Definition of Online Education**

Presenter(s): *Cat Jackson, University of Oklahoma*

This roundtable reviews the literature regarding two factors in online education: an operational definition, understudied populations. First, a discussion of online education, distance education, e-learning and other associated terms to identify an operational definition of online education for consistency in research. Second, an exploration of understudied populations: undergraduate students and online faculty of undergraduate classes.

**DDL-As the Story Unfolds-Experiences of Online Instructors through Debriefs: A Multi-Case Study**

Presenter(s): *Ritushree Chatterjee, Iowa State University; Darshana Juvale, Iowa State University*

This multi-case study describes the unique experiences of online instructors within a novel context of grant funded online course design assistance in a large Midwestern university. Instructors reflect on their experience, from conception to implementation of their online courses, in debriefs conducted by the instructional designers. Such reflections help both, the instructors and the instructional designers, to better understand the design process leading to more effective online course designing and implementation experiences.

**DDL-A systematic literature review of students' perspective of online learning**

Contributor(s): *Beheshteh Abdi, Northern Illinois University*

In the last two decades, several methods of instruction other than traditional education have been designed. One of them is online learning, which offers its entire curriculum in the online course delivery mode and allows students to participate in class regardless of geographic location, independent of time and place. Recent studies in online learning have targeted to find out the effectiveness of online learning to improve teaching and learning process. This literature review attempts to explore students' perception of online learning.

**DDL-College Students' Attitudes Towards an App for Creating Videos in Introductory Spanish Online Classes**

Presenter(s): *Gloria M Monzon, University of Northern Colorado; Heng-Yu Ku, University of Northern Colorado*

Contributor(s): *Dalal Alrmony, University of Northern Colorado*

The purpose of this study is to investigate college students' attitudes toward a video-creating application (app) which can be used as part of the online language-learning process. In creating the videos, students

will put into practice the language-learning skills of listening, speaking, reading, and writing. A student attitude survey will be used to rate the students' perceptions of the app and how it is related to their online language-learning process.

**DDL-Design, Development, and Learning Analytics for an Online Competency-Based Bachelor's Degree**

Presenter(s): *Lauren Cifuentes, Texas A&M University-Corpus Christi; Rinki Suryavanshi, TAMUCC*

Contributor(s): *Alexandra Janney, Texas A&M University-Corpus Christi*

We tracked our processes as we built an online competency-based degree in Mechanical Engineering Technology to create systems that place our university in a position to develop other such programs. Necessary processes included knowledge gathering, gaining approvals, design of a delivery template, contracting subject-matter experts, professional development for course developers and instructors, development of courses and prior learning assessments, implementation logistics, and using analytics software for record keeping and evaluation activities.

**DDL-Effectiveness of E-learning in Healthcare Education**

Presenter(s): *Smruti J. Shah, Old Dominion University*

Contributor(s): *Jill Stefaniak, Old Dominion University*

Despite its popularity, there is still some uncertainty regarding the effectiveness of e-learning on learners' knowledge and skill acquisition. This session will present the findings from a systematic literature review study that was conducted to assess the effects of e-learning on medical students' and physicians' knowledge or skill acquisition and their perception regarding the use of e-learning in healthcare education. Additionally, directions for future research will be discussed.

**DDL- Effectiveness of Multimedia Online Learning Technologies: Perspectives from Deaf and Hard of Hearing College Students**

Presenter(s): *Linda Wright, University of Phoenix*

The purpose of this research is to explore the perceptions of deaf and hard of hearing DHH college students regarding the effectiveness of multimedia learning technologies. The broad issue is that colleges and universities regularly adopt new technologies to enhance the learning experience for all students. Learning might be experienced differently for the DHH. Administrators and applications developers need to consider the educational needs of a variety of learners, and how learning is delivered.

**DDL-Fostering a Participatory Culture in a Blended Course**

Presenter(s): *Karin Spader, University of Wisconsin-Madison*

Participatory cultures seek to promote creative



production and peer-supported learning. With the availability of collaborative, digital tools, online and blended education has new options for student-centered, creative forms of learning. This poster provides an overview of attempts to foster a participatory culture in a graduate level, teacher education course about integrating technology into teaching and learning. Strategies for online course design will be shared as well as the challenges faced in this case.

**[NR]DDL-Personalization Principle at Work in a Professional Development Context**

Contributor(s): **Ryan Rushing**, *University of Florida*

This presentation is a report on a study done to measure the application of Cognitive Theory of Multimedia Learning personalization principle (Mayer, 2014) in a broad professional development context. Participants in the study were assigned to either a personalized or non-personalized training system to evaluate whether or not personalization is a worthy investment for those developing online instruction for a broad audience.

**DDL-Presence in Online Learning: A Discourse Analysis of Asynchronous Discussion**

Presenter(s): **Meina Zhu**, *Indiana University*; **Curtis J. Bonk**, *Indiana University*

Contributor(s): **Susan Herring**, *Indiana University*

This case study examines patterns in online communication using computer mediated discourse analysis (CMDA) to better understand how teaching presence, students' social presence, and cognitive presence manifested in an online learning environment. The findings indicate that the participants actively participated in the discussion. The instructor displayed his teaching presence using encouraging and clout words and helped students construct knowledge using such speech acts as 'inform' and 'elaborate.' In addition, many social words were used to greet students, thereby displaying social presence.

**DDL-Students' Perception of Massive Open Online Courses and Its Relationship with Their Learning Performances**

Presenter(s): **Yi Shi**, *the University of Texas at Austin*

This mix-method study uses Community of Inquiry (Garrison, Anderson & Archer, 1999) to investigate students' perception of learning in Massive Open Online Courses (MOOCs) and its relationship with their learning performances. Preliminary implications of this proposed study hold meaning to MOOC designers, educators and researchers.

**DDL-Using Distance Education Strategies to Flip the Model for Technical Education**

Presenter(s): **Brian Horvitz**, *Western Michigan University*

This study examines the phenomenon of community college technical education programs that use distance education strategies to flip the traditional model of such programs. Typically, community colleges serve their local geographic communities, offering a range of programs which meet the needs of their local student market and of local industry and employers. However, some programs creatively use distance education strategies to focus on areas of expertise that are not widely serviced by other schools.

**250. D&D-Preparing Pharmacists for Diversity of Public Health Services. Perceived Impact of an Active Learning Strategy**

11:00 am to 11:25 am

*Muehlebach - Trianon A*

Presenter(s): **Dan Cernusca**, North Dakota State University

Contributor(s): **Mark Strand**, North Dakota State University

The objective of this study was to evaluate students' learning-related perceptions and beliefs from an active learning case-based instructional strategy implemented in a pharmacy graduate course. Weekly active learning modules were scheduled in a SCALE-up classroom. Perception data collected with an end-of-semester survey were integrated in a path analysis model. The results of this study confirmed that active learning tasks enhance students' engagement which, in turn, increases their trust in the effectiveness of own learning.

**251. DELT-Designing and Validating a Stealth Assessment for Calculus Competencies**

11:00 am to 11:25 am

*Muehlebach - Nixon*

Presenter(s): **Ginny L. Smith**, The Florida State University

Contributor(s): **Valerie J. Shute**, The Florida State University; **Steven W Carruthers**, Texas A&M University

This presentation focuses on the use of game-based learning (GBL) for assessment through the lens of designing and validating a stealth assessment for the calculus game Variant: LimitsTM. The process of using evidence-centered design (ECD) to create a valid assessment is highlighted through the development of a competency model and scoring rubrics. Comparing the results of students' in-game and external assessments from a pilot study, the researchers examine the validity of the stealth assessment measure.

**252. ICEM-Integrating Mobile Learning into Traditional Open and Distance Learning to Support Students' Learning**

11:00 am to 11:25 am

*Muehlebach - Burgundy*

Presenter(s): **Cengiz Hakan AYDIN**, Anadolu University

Contributor(s): **Yasin Kavruk**, MoNE - Orgeneral Halil Sozer Middle School

The goal of this paper has two folds: first, it tries to draw a big picture about theory-based innovative ways to integrate mobile devices into traditional open and distance learning (ODL). The second, it presents the results a study that examined the learners' satisfaction and perceived learning in a ODL course in which mobile learning was used to enhance the learning process. Those audiences who would like to explore the cost effective and appealing ways of integrating mobile learning into ODL might find this presentation beneficial.

effectiveness of the Literature Search and Review Guide developed for all researchers' use and designed to transform literature review habits. Researchers will review completed guides and literature reviews at the end of a graduate course. A survey designed to elicit student perception of the effectiveness of this tool and their likelihood to use it in the future will be administered at the end of the course.

### 253. INTL-Video as a Tool for Low Literacy Adult Learners in Rural Developing Areas

11:00 am to 11:25 am

Muehlebach - Tea Room

Presenter(s): **Hannah M Grossman**, UCLA

Video is a good tool for adult education in developing countries because of the accessibility its format allows: its visual and auditory presentation make it an ideal tool to educate low literacy adults. This presentation would discuss why video is a good tool for education in the developing world, and would share feedback from rural African village women about why they value video education as a tool for their own learning.

### 254. [NR]RTD-Gestures and Imagining: New Avenues for Studying STEM Learning?

11:00 am to 11:25 am

Muehlebach - Trianon D

Contributor(s): **T J Kopcha**, University of Georgia; **Ceren Ocak**, PhD Student

In this presentation, we review of the literature surrounding embodied cognition and the ways in which it is studied. Drawing on mathematics education, we then demonstrate how such approaches can be used in the related context of robotics education to better examine student thinking and learning during problem solving. Examples from a real project are provided to operationalize the theoretical perspectives on embodied cognition.

### 255. RTD-Design and Development of a Literature Search and Review Guide for all Researchers

11:00 am to 11:25 am

Muehlebach - Trianon E

Presenter(s): **Susan Stansberry**, Oklahoma State University; **Frances Alvarado-Albertorio**, Oklahoma State University

Contributor(s): **Kathy Thomas**, Oklahoma State University  
The purpose of this study is to measure the

### 256. SICET-Membership Meeting

11:00 am to 12:20 pm

Marriott - Andy Kirk B

### 257. SMT-Diversity Issues in Early Childhood STEM Literature

11:00 am to 11:25 am

Muehlebach - Hoover

Presenter(s): **Laurie O. Campbell**, University of Central Florida

Contributor(s): **Christine Herlihy**, University of Central Florida; **Lindsay Pulse**, University of Central Florida  
Potential contributors to STEM inequities and the "leaky pipeline" in STEM are multifaceted. Some research has suggested the loss may be related to early childhood experiences. As environmental experiences, such as reading books, are socio-cultural influencers affecting an individual's STEM identity, a content analysis of current and popular, award winning children's STEM literature was conducted. The investigation focused on the prevalence of bias concerning gender, ethnicity, and social roles. Findings and implications will be presented.

### 258. STC-School Leaders' Reflective Blogs Inspire Systemic Change: Descriptive Case Study

11:00 am to 11:25 am

Muehlebach - Eisenhower

Presenter(s): **Rita J Hartman**, Center for Educational and Instructional Technology Research (CEITR), School of Advanced Studies, University of Phoenix; **Cheryl Burleigh**, University of Phoenix

Contributor(s): **James Lane**, University of Phoenix (CEITR)  
School leaders shared reflections in a public blog about shadow a student day. Blogging was an integral aspect of the leadership experience and provided feedback and support within an international community of practice. Empathy for student experiences inspired hacks (small innovations) generating systemic change. This case study explored and described empathetic design and systems thinking grounded in the stories shared by school leaders who initiated hacks within their school.

**259. CLT-Membership Meeting**

11:40 am to 12:45 pm  
Muehlebach - Truman B

**260. Committee: Definition & Terminology (Thur)**

11:40 am to 12:45 pm  
Muehlebach - Taft

**261. D&D-Building on Gee: Going deeper in gamification for learning**

11:40 am to 12:45 pm  
Muehlebach - Trianon C

Presenter(s): **Nancy Flanagan Knapp**, University of Georgia  
Gamification, “the use of game design elements in nongame contexts,” is often touted as a way to “reach all students,” but frequently implemented in a superficial, mainly behaviorist, fashion that can over-emphasize competition and impair intrinsic motivation. Yet Gee was right to say educators have much to learn from video games; in this session, we’ll jointly consider the potentially differential effects of surface vs. deep elements of gamification, and their relationship to neurology and learning theories.

**262. D&D-Management Education for All: Design and Evaluation of a Massive Open Online Course**

11:40 am to 12:05 pm  
Muehlebach - Trianon B

Presenter(s): **Marc Egloffstein**, University of Mannheim  
Contributor(s): **Dirk Ifenthaler**, University of Mannheim  
This practice proposal describes the design, implementation and evaluation of a MOOC in management education. In a case study, the MOOC project of a major European business school is being introduced. The initial course run with N=683 participants was subject to an exploratory multi-perspective evaluation. Complementary to learner surveys, stakeholders involved in the course design and development were interviewed. Results point towards a good general applicability of MOOCs within the business domain.

**263. DELT-Emotions and Situational Interest in Mobile Augmented Reality (AR) Design Activities and AR technology Acceptance**

11:40 am to 12:05 pm  
Muehlebach - Nixon

Presenter(s): **Sanghoon Park**, University of South Florida; **Heoncheol Yun**, Northern Illinois University  
This empirical study explored education students’

affective experiences (i.e. positive emotions, negative emotions, and situational interest) in AR training and examined how the affective experiences influence their AR technology acceptance (i.e. perceived ease of AR use, perceived usefulness of AR, and intention to use AR) using a partial least square path-modeling method. The findings show that situational interest significantly predicted both perceived ease of AR use and perceived usefulness of AR, and positive emotions significantly predicted the perceived ease of AR use. However, negative emotions were found not to be a factor influencing either perceived ease of AR use or perceived usefulness of AR. The results indicate the importance of promoting situational interest and positive emotions in the AR training to increase education students’ AR technology acceptance in the classroom.

**264. GSA-Productive Struggle in Graduate School: Developing Habits to Transform Mistakes into Success Stories**

11:40 am to 12:45 pm  
Muehlebach - Roosevelt

Presenter(s): **Daisyane Barreto**, University of North Carolina Wilmington; **Sheri Anderson Conklin**, UNC Wilmington; **Lucas Vasconcelos**, University of Georgia

Contributor(s): **Begum Sacak**, Ohio University  
Graduate students encounter numerous challenges in conducting research, publishing, reconciling personal and professional aspects of their lives, and more. One of the most important traits in successful graduate students is the ability to perceive hardships and mistakes as opportunities to learn and grow. This session brings together former graduate students who will share their stories and offer advice on how to transform learning from mistakes into successful stories in graduate school.

**265. INTL-Collaborating, Networking & Interacting with International Scholars**

11:40 am to 12:45 pm  
Muehlebach - Tea Room

Presenter(s): **Chih Hsiung Tu**, Northern Arizona University; **Cengiz Hakan AYDIN**, Anadolu University

Contributor(s): **alper tolga kumtepe**, anadolu university; **Hilal Yildiz**, Anadolu University; **Yasin OZARSLAN**, Yasar University

The International Division invites the outstanding researchers and scholars from all over the world, including the award recipients from International Division. 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.

### 266. IVLA-Visual Media on Social Media: Visualizing Winners in a Philippine Election

11:40 am to 12:45 pm

Muehlebach - Burgundy

Presenter(s): **Danilo M. Baylen**, University of West Georgia; **Kiran Budhrani**, UNC Charlotte

The presentation addresses the use of political campaign videos from the 2016 Philippine National Elections posted in social media and the role of visual literacy in helping voters elect the country's leaders. Analysis of images and texts assisted in identifying messages, symbols, and visual media elements that could influence the Filipino voters' decision-making process for a new president and vice presidents.

### 267. LDC-AECT 2017 Leadership Intern Class Project: Facilitating Organizational Advancement through Membership Data Analysis

11:40 am to 12:05 pm

Muehlebach - Wilson

Presenter(s): **Jessica Resig**, The Pennsylvania State University; **Bruce Robert DuBoff**, School Media & Technology; **Tugce Aldemir**, Pennsylvania State University

Contributor(s): **Jonlee S. Anderle**, University of Wyoming

As professional organizations grow and evolve, membership demographic data allow organizational leaders to determine if the organization represents diverse interests, ensure the data inform their mission and initiatives, and identify possibilities for expansion. The 2017 leadership intern class will be exploring the Association for Educational Communications and Technology (AECT) membership using demographic analysis. During this session, an overview of the needs assessment, project goals, procedures, findings, and opportunities for future research will be shared.

### 268. Presidential - Developing Inquiry and Critical Thinking Skills for the Next Generation

11:40 am to 12:45 pm

Muehlebach - Colonial Ballroom

Presenter(s): **Jonathan M Spector**, Department of Learning Technologies; **Lin Lin**, University on North Texas; **Kaushal Kumar Bhagat**, Beijing Normal University

Contributor(s): **Xiaoqing Gu**, ECNU; **Dejian Liu**,

NetDragon

The panel will present (a) a theory- and research-based framework for developing inquiry and critical thinking skills in young children, (b) a review of relevant efforts and a gap in research and development, (c) a game-based, stealth assessment app developed and tested in China to test critical thinking skills, and (d) a prototype of initial game-based apps to promote inquiry and critical thinking sub-skills in young children. Feedback will be encouraged throughout.

### 269. RTD-Membership Meeting

11:40 am to 12:45 pm

Muehlebach - Lido

Chair:

**Ginger S Watson**, University of Virginia

### 270. SMT-Using a "light touch" to support middle school libraries with implementing STEM-oriented Maker activities

11:40 am to 12:05 pm

Muehlebach - Hoover

Presenter(s): **Victor R Lee**, Utah State University

Contributor(s): **Aubrey Rogowski**, Utah State University; **Abigail L Phillips**, Utah State University; **Mimi Recker**, Utah State University

School libraries and media centers are increasingly being seen as places for youth to participate in STEM-oriented Maker activities. This presentation discusses a design-based research program with school librarians to develop educative materials to support school librarians in planning and facilitating such activities. Research activities have included observations, interviews, and co-design of library programs. Outputs include a set of quick-glance resources that provide images of how school librarians can design their own Maker activities.

### 271. STC-John Dewey and Technological Knowing: Positioning Instructional Technology in an Instrumental Context

11:40 am to 12:05 pm

Muehlebach - Eisenhower

Presenter(s): **David Richard Moore**, Ohio University  
John Dewey is well known in education circles for his progressive education agenda. However, what is less widely known, if not ignored all together, is his larger philosophical framework that he described as Instrumentalism. Larry Hickman (1992), the Director of the Dewey Center at Southern Illinois University, has written extensively that Instrumentalism is a

technology centric philosophy of knowing. As such, Dewey may provide a theoretical foundation for research in the Instructional Technology field.

**272. TED-Stone-age design thinking: Implementing teacher professional development at an innovative school**

*11:40 am to 12:05 pm*

*Marriott - Andy Kirk A*

Presenter(s): **Farjahan Shawon**, University of Idaho; **Tonia A. Dousay**, University of Idaho

Traditionally licensed teachers typically complete a teacher education degree program that leads to licensure. They must often complete regular professional development in order to maintain this licensure. However, teachers at an innovative high school in Boise, Idaho are mostly business and industry professionals who have little education experience and believe in a student-driven model of education. This action research project designed and implemented professional development for these educators, supporting the school's design-based thinking philosophy.

**273. D&D-Does Learning-for-All Include Smartphone Users? - The Effect of Smartphones When Answering Open-Response Questions**

*12:20 pm to 12:45 pm*

*Muehlebach - Trianon D*

Presenter(s): **Thomas R. Wilson**, Azusa Pacific University  
Mobile learning has been touted as education's future, but are all online assessments fair to smartphone users? Considering smartphones' tiny keyboards and small screens, should designers avoid creating open-response assessments, or will voice-to-text and other smartphone technology adequately support student performance? Our study explored the effect of device when smartphone users answered open-response questions. Come wrestle the dilemma of rigor versus usability in m-learning. Explore surprising findings that can help you design learning for all.

**274. D&D-Promote Female Students' Motivation in STEM in Nonformal Learning Environment — A Design-Based Research Study**

*12:20 pm to 12:45 pm*

*Muehlebach - Trianon B*

Presenter(s): **Zhen Xu**, University of Florida

Contributor(s): **Wenjing Luo**, University of Florida  
This proposal reports research on designing multiple learning activities to promote female students' motivation in an afterschool robotics program for elementary students. This study was designed to

examine the practice these strategies to engage female students in STEM learning using basic qualitative research method. A theoretical framework was generated through this study.

**275. D&D-Welcome to Normalton: Exploring the Design and Development of a Land Use E-learning Module Library**

*12:20 pm to 12:45 pm*

*Muehlebach - Trianon A*

Presenter(s): **Rob Moore**, University of North Carolina Charlotte

Contributor(s): **Stephanie Blackmon**, William & Mary University

This presentation reports on a multi-year e-learning module development project targeting local government officials tasked with making decisions on land use and regulations. These modules were developed using the Target Accomplishment Past Prototype Artifact (TAPPA) Process (Author, 2016) and incorporate concepts from Ruth Clark (2002)'s six principles of effective e-learning courses. To date, 16 modules have been completed and evaluated for learning effectiveness, and this presentation will outline the modules' design and evaluation process.

**276. DELT-Alexa, how can we use artificial intelligence in classrooms?**

*12:20 pm to 12:45 pm*

*Muehlebach - Nixon*

Presenter(s): **Tonia A. Dousay**, University of Idaho; **Cassidy Hall**, University of Idaho Doceo Center for Innovation + Learning

When you envision a 21st century classroom, what comes to mind? Does your vision include artificial intelligence (AI)? We currently have 75 teachers using Amazon Echo Dots with 850 students in northern Idaho. Our research examines perceptions and actual use of this passive form of AI through surveys, interviews, and data stored on the devices. In this practical presentation, we'll talk about the challenges of deploying the devices as well as some of the findings.

**277. LDC-Mentoring for Success: Graduate Student Mentors Perceptions on the Impact of a One-on-One Technology Mentoring Program for Faculty**

*12:20 pm to 12:45 pm*

*Muehlebach - Wilson*

Presenter(s): **Jiaqi Yu**, Iowa State University

Contributor(s): **Ozlem Karakaya**, Iowa State University; **Denise A. Schmidt-Crawford**, Iowa State University  
This study examines how graduate student mentors perceived the impact on their professional development

while participating in a one-on-one technology mentoring program. As a result of their participation, multifaceted benefits such as advancing and applying their technology knowledge, improving academic and professional skills, and reflecting on their roles as mentors were realized. The findings of this study have profound implications for educators working in similar contexts to improve their technology mentoring programs and better support graduate students' professional development.

### 278. [NR]SMT-Perceptions of Emulation of Human Ethics Programmed in Robots: A Content Analysis

12:20 pm to 12:45 pm

Muehlebach - Hoover

Contributor(s): **Armando E Paladino**, University of Phoenix; **Liston Bailey**, University of Phoenix; **Barbara Case Fedock**, University of Phoenix; **Belinda J. Moses**, University of Phoenix

This 30-minute concurrent session presentation will cover the topic of emulation of human ethics in programmed robots. Presenters will review the results of a content analysis study that searched online websites to determine the views of educational institutions and educators on how programmed robots acting as moral agents might be used to support learning in the classroom. All articles in this study were posted online, and the public has complete access to the studies

### 279. SICET-Luncheon (MetropolitanKC)

12:20 pm to 2:00 pm

Marriott - Andy Kirk B

The 2018 SICET luncheon will be at MetropolitanKC, the Marriott Hotel's signature restaurant located by the Front Desk. Ordering of lunch will be individual choice and payment. We invite you to come to our SICET membership meeting that will occur on Thursday, 11:00 am - 12:20 pm right before the luncheon.

### 280. STC-Soft systems methodology: Application of an engineering analytic approach to complex educational problems

12:20 pm to 12:45 pm

Muehlebach - Eisenhower

Presenter(s): **Jonathan S Gratch**, University of West Georgia

Contributor(s): **Scott Joseph Warren**, University of North Texas; **Heather Robinson**, University of North Texas  
This one-hour session discusses the use of a common engineering technique called soft systems methodology

(SSM), which is used to analyze complex, systemic problems. In this session, we explain how SSM can be applied to research on problems facing educational systems with a goal of developing systemic improvements. We overview soft systems methodology as a process, provide an example of how it was used to depict the university challenge of developing public-private curricular partnerships.

### 281. TED-Developing a Scale for Preservice Teacher Considerations in Technological Pedagogical Reasoning

12:20 pm to 12:45 pm

Marriott - Andy Kirk A

Presenter(s): **Krista Glazewski**, Indiana University; **Jiyoung Jung**, University of Illinois, Urbana-Champaign

Contributor(s): **Anne Ottenbreit-Leftwich**, Indiana University

This exploratory study reports on the results found from a series of statistical analyses performed to identify factors that influenced different kinds of perceived considerations preservice teachers had when they were reasoning to make technology integration decisions. Discussions will be made around limitations and implications of the five factors identified from the data and future steps taken in this project to further validate the findings.

### 282. CLT-Lunch

1:00 pm to 2:00 pm

Muehlebach - Truman A

Chair:

**Akasha M Horton**, United States Air Force

### 283. D&D/RTD Awards Luncheon

1:00 pm to 2:00 pm

Muehlebach - Barney Allis Lobby

### 284. KSET-Luncheon

1:00 pm to 2:00 pm

Muehlebach - Rendezvous

### 285. CLT-McJulian Lecture

2:00 pm to 3:20 pm

Muehlebach - Truman A

**CLT-The Black Panther Effect: Using Culture in Media to Empower and Teach Students of Color**

Presenter(s): **Joi Moore**, University of Missouri  
The Black Panther movie has shown that that diverse representation is desired and needed. A cultural revolution in movies can be profitable and engaging.

People of color, especially the youth, are able to see actors who look like them in settings that are culturally rich and have positive role models. By exploring Bandura's social learning theory, this presentation will highlight how representation in media can create engaging informal and formal learning opportunities.

McJulien Scholar Best Paper Award: Joi Moore for "The Black Panther Effect: Using Culture in Media to Empower and Teach Students of Color"

### 286. D&D-Membership Meeting

2:00 pm to 3:20 pm

Muehlebach - Barney Allis Lobby

Chair: *Ross Perkins*, Boise State University

### 287. AECT-Pedagogical Reinvigoration of Learner Autonomy through Technology: Phenomenological Perspectives

2:15 pm to 3:20 pm

Muehlebach - Trianon C

Presenter: *Patrick O Mose*, Ohio University

The modern world is rapidly-changing due to emerging technology and new ways of accomplishing pedagogical tasks. Future projections of the 21st century indicate that future learners will be the ones who possess skills of learning how to learn and acquire new knowledge. Generally, this trend is already gaining momentum in many fields including language teaching and learning. Autonomy is a fundamental phenomenon relevant to learners particularly on how they can position themselves to be successful in attaining language competence. The purpose of this phenomenological study was to investigate strategies perceived to promote learner autonomy in the Swahili. The researcher applied a phenomenological approach to gather and analyze data through memoing and interviewing four participants. This study was informed by Littlewood's (1996) framework of learner autonomy development to examine participants' learning experiences. Three themes emerged from the data: peer influence and collaboration, the role of interaction, and Internet resources. Data generated from this study lead to recommendations for utilizing the growing ubiquity of social media and other collaborative opportunities emanating from emerging technology tools that promote learner engagement and autonomy.

### 288. AOT-The Level of Behavior in Factors Influencing Learning with MOOC System. The Case Study in the South Central of Thailand

2:15 pm to 2:40 pm

Muehlebach - Trianon A

Presenter(s): *Surapon Boonlue*, Department of Educational Communications & Technology, KMUTT; *Paitoon Kanthanyaluck*, Departments of Education Communications & Technology, KMUTT

The purposes of this research aims to study Level of Behavior in Factors Influencing Learning with MOOC Case Study in South Central Thailand Studying using MOOC system in 2018 using tools include: The online questionnaire consists of 3 parts. Part 1 General information of the respondents consists of the gender of the subject. Factors Affecting Learning Achievement There are 6 components: 1. Duration 2. The use of the system. 3. Expected Benefits 4. The content in the course. 5. Communication in the course 6. Measurement evaluation. Part 3 is the opinion of the learners. Statistics used in data analysis. The questionnaire was used by SPSS and the SEM Structural Equation Modeling was used to examine the factors affecting the learning

### 289. Committee: Learner Engagement SIG

2:15 pm to 3:20 pm

Muehlebach - Taft

### 290. DDL-Accessible Online Learning: A Critical Analysis of Online Quality Assurance Frameworks

2:15 pm to 2:40 pm

Muehlebach - Trianon B

Presenter(s): *Patrick Lowenthal*, Boise State University; *Amy Lomellini*, Molloy College

Contributor(s): *Chris Smith*, Western Piedmont Community College; *Krista Greear*, University of Washington  
Accessibility is a hot topic in online education these days. Despite the increased focus though, most discussions about creating "accessible" online courses simply focus on compliance. In this session, we will report the results of a critical analysis of how popular online quality assurance frameworks, and specifically the standards they are based on, address accessibility. We will conclude discussing with the audience the implications of our results for the research and practice of online learning.

### 291. DDL-The Effect of Audio-Visual Feedback on Technical Writing Competences of Non-Traditional Online Doctoral Students

2:15 pm to 2:40 pm

Marriott - Julia Lee A

Presenter(s): *Mansureh Kebritchi*, University of Phoenix; *Elizabeth Johnston*, University of Phoenix

Contributor(s): **Kenneth Sherman**, Second Edition, LLC; **Lisa Bellino**, University of Phoenix  
Feedback plays a major role in improving learners' achievements in online courses. However, few studies focused on delivery mode of providing feedback to improve effectiveness of online feedback. This presentation delineates a quasi-experimental study that explored relationships between students' writing achievement scores and feedback mode delivered via Snagit, an audio-visual software. The results indicated that feedback can be more effective if provided via Snagit. This presentation describes the findings and issues to improve feedback effectiveness.

### 292. DDL-Using Peer Assessment for Group Work as a Facilitating and Evaluation Strategy in Online and Face-to-Face Classes

2:15 pm to 2:40 pm

Marriott - Julia Lee B

Presenter(s): **Sang Joon Lee**, Mississippi State University; **Kyungbin Kwon**, Indiana University  
It has been challenging to encourage students to actively engage in group work and assess individual contributions, particularly in online courses. Peer assessment is a peer evaluation method in which each student assesses group members on how well they did on a group project. The study showed that students in online and face-to-face classes liked to use peer assessment in a group project and agreed that it was a good way of assessing contributions.

### 293. DELT-A Theoretical Framework for Game-Based Learning and Problem-Solving Skills

2:15 pm to 2:40 pm

Muehlebach - Nixon

Presenter(s): **Benjamin Emihovich**, Florida State University  
The theoretical framework of my study is presented including hypotheses, method and results. I will discuss how game design and learning theory intertwine to support the development of problem-solving skills within immersive gameplay environments. I will engage the audience about their use of these theories and how they may potentially guide their research as well. I will also entertain questions about my inclusion of these theories in my study and future directions in this field.

### 294. DELT-Breaking the Glass Ceiling: Paradigm shift in Educational Technology

2:15 pm to 3:20 pm

Muehlebach - Truman B

Presenter(s): **Yulia Piller**, University of Texas - Southwestern Medical Center; **Pamela Jones Ponnors**,

UT Southwestern University

Contributor(s): **Kim Hoggatt Krumwiede**, University of Texas Southwestern Medical Center; **Melody Bell**, University of Texas Southwestern Medical Center  
A Panel discussion as a resource for all men and women looking to advance in the field of educational technology We will present different perspectives of women from different cultural, ethnical and educational backgrounds.

### 295. Featured Research-Understanding transformative and non-transformative discussion on group problem solving through large-scale data analytics

2:15 pm to 3:20 pm

Muehlebach - Eisenhower

Presenter(s): **Wanli Xing**, Texas Tech University; **Xun Ge**, University of Oklahoma  
Using data mining, we investigated what promotes meaningful interaction between students when conducting group problem solving. One hundred and fifty-six students worked in groups to solve electronics problems in a virtual environment called Teaching Teamwork and they generated thousands of chats. The mining results showed significant difference in terms of proposition generation, regulation, orientation and interpretation between the groups solves the tasks and those did not. Explanations for these results and research recommendations are provided.

### 296. GSA-Publishing as a graduate student: Why? How? And What?

2:15 pm to 3:20 pm

Muehlebach - Roosevelt

Presenter(s): **Ana-Paula Correia**, The Ohio State University; **Curtis J. Bonk**, Indiana University; **Feng-Ru Sheu**, Kent State University; **Nate Turcotte**, Penn State University  
This interactive session offers a practical set of advice and insights into the processes and structures of writing that will help establish an academic writing program and lead one to a series of writing successes.

### 297. HKAECT-Exploring Students' Learning Development Patterns and Their Effect on Learning Management System Use

2:15 pm to 2:40 pm

Muehlebach - Burgundy

Presenters: **Miaoting Cheng**, The University of Hong Kong  
Contributors: **Fred Hing Fong Chan**, **Allan Hoi-kau Yuen**, The University of Hong Kong



Drawing on a stratified sample of 1182 students from 25 Hong Kong secondary schools, this study unpacked students' learning development patterns (LDP) by integrating the modified Conceptions of Learning Inventory and VARK learning styles inventory through latent profile analysis. LDP's effect on students' learning management system (LMS) use was explored through ANOVA with post-hoc analyses. Six LDP were identified and students grouped under different LDP differed in their LMS use ( $ES=.16$ ). Implications of findings were discussed.

**298. ICEM-Research in Text Mining, Social Network Analysis, Learning Analytics, & Adaptive Learning**

2:15 pm to 3:20 pm

Muehlebach - Lido

Presenter(s): **Chih Hsiung Tu**, Northern Arizona University; **Robert Doyle**, Harvard University; **Cheng Chang (Sam) Pan**, Nova Southeastern University; **Hsin-Te Yeh**, Metropolitan State University of Denver; **Pauline Salim Muljana**, Old Dominion University; **Eunsung Park**, The Pennsylvania State University; **K. Bret Staudt Willet**, Michigan State University

Contributor(s): **Marina S. McIsaac**, Arizona State University  
Research in Text Mining, Social Network Analysis, Learning Analytics, & Adaptive Learning has emerging in recent educational technology area. Presenters in this session share their ideas, perceptions, applications, practices, and research in these topics. This session will shed light on the past, current, and future research in Text Mining, Social Network Analysis, Learning Analytics, & Adaptive Learning. After the presentations, three to four commentators provide their insights to ponder these emerging topics.

**299. INTL-Issues and Highlights for International Instructional Designers**

2:15 pm to 3:20 pm

Muehlebach - Tea Room

Presenter(s): **Szu-Yueh Justine Chien**, University of Wisconsin-Extension; **Brijju Thankachan**, Ohio University; **E-Lu Chen**, University of Kansas

Contributor: **Huei-Lien Chen**, Colorado State University  
This panel session brings together international instructional designers in the United States to share their experiences at different institutions. The panelists will describe/compare their understanding of instructional design in their home countries versus the United States and how they prepared themselves for their current positions. They will also share the

challenges they have encountered at work as well as the exciting projects that they are involved.

**300. LDC-AECT's Mid-Career Professionals Initiative**

2:15 pm to 3:20 pm

Muehlebach - Wilson

Presenter(s): **Anthony A. Pina**, Sullivan University System; **Laura E Gray**, University of the West Indies  
Are you a mid-career professional who is looking for a possible career in an administrative/leadership position within your institution? If being a director, dean, VP, etc. may be in your future, you will not want to miss this session as we establish the AECT Mid-Career Professional Initiative (MCPI). Through a combination of conference sessions, webinars and mentoring activities, AECT will provide to mid-career professionals what it now provides to its early career members.

**301. Presidential - Keeping Current: Data Sources and Tools You Can Use to Monitor Innovations in Our Field**

2:15 pm to 3:20 pm

Muehlebach - Colonial Ballroom

Presenter(s): **Robert Reiser**, Florida State University; **Weinan Zhao**, Olivet University; **T. Logan Arrington**, University of West Georgia; **Alison L. Moore**, Pearson Education; **Trey Martindale**, Mississippi State University; **Lorri Freifeld**; TRAINING MAGAZINE; **Susan Grajek**, EDUCAUSE

Contributor(s): **Julie Evans**, Project Tomorrow; **Fabrizio Fornara**, Florida State University  
Recently, the array of new technological and instructional tools available to instructional design/technology professionals has rapidly expanded. Which innovations do you need to keep up with? Which ones are employed and valued in K-12? Higher education? Businesses? During this session, findings from several large-scale surveys of technology use will be presented. Moreover, a new database that will enable AECT members to monitor the extent to which various innovations are used and valued will be described.

**302. RTD-Roundtable/Poster Session**

2:15 pm to 3:20 pm

Muehlebach - Royal Exhibit Hall

**RTD Roundtable-Are Social Media Platforms Helping or Hindering Our Learning**

Presenter: **Morgan Carter**, University of North Texas  
This roundtable will look at the discussion regarding social media sites and their relationship with "Internet addiction" or "problematic Internet use". Are these

social networking sites promoting some form of learning or are they a distraction yet to be fully realized? Discussion will revolve around the pros and cons of social networking sites with regards to learning and well-being.

**RTD Roundtable-Computational Thinking for Young Learners: A Critical Analysis of Literature**

Presenter(s): *Yu-Hui Ching, Boise State University; Yu-Chang Hsu, Boise State University*

Contributor(s): *Sally J Baldwin, Boise State University*

This research analyzed 19 empirical studies on developing computational thinking (CT) in young learners (pre-kindergarten to 6th grade) through programming. The analysis revealed that young learners are able to develop various dimensions of CT through programming, including computational concepts, practices, and perspectives. Voids in the literature and potential areas for future research will be discussed.

**RTD Roundtable-Design and Development Research as Dissertation Methodology**

Presenter(s): *Barbara Lockee, Virginia Tech; M. Aaron Bond, Virginia Tech; Glen Holmes, Virginia Tech*

Contributor(s): *Ken Potter, Virginia Tech; Katherine Cennamo, Virginia Tech*

Design and development research leverages theoretically grounded solutions to address specific learning and performance needs. Developing an understanding of such research methodologies can help graduate students decide if the method is appropriate for a dissertation study. This roundtable session will focus on the processes related to design and development research, as well as advantages and challenges one may encounter when utilizing this method for dissertation projects within the field of instructional design and technology.

**[NR]RTD Roundtable-Digital Wisdom in Action**

Contributor(s): *Mesut Turk, Amasya University; Işıl Kabakçı Yurdakul, Anadolu University*

Digital wisdom transcends the generational divide defined by the digital immigrant/native distinction. To emphasize its importance for education, it should be defined with tangible evidence. The goal of this study is to gather the thoughts and experiences of field experts' who nominated digitally wise lived experiences as a part of their lives and observations. Their experiences were examined with the concept of digital wisdom. Real life experiences will provide easier and better understanding on digital wisdom than theoretical expressions.

**RTD Roundtable-Representationalism and Power: The Individual Subject and Distributed Cognition**

**in the Field of Educational Technology**

Presenter(s): *David Shutkin, John Carroll University*

Distributed cognition is a psychological theory concerned with the mindful practices of teachers and students emerging in relationships with each other and with artifacts and tools. Assuming a representational theory of mind, distributed cognition conceptualizes learning as the schematic representation in the brain of external information. The theory of the extended mind, while similar to distributed cognition, refuses this representationalism. Through discourse analysis, this essay considers implications of the extended mind for education.

**[NR]RTD Roundtable-Research and Practice on the Effective Supply Mechanism of Digital Education Resources in China**

Contributor(s): *Jia GUAN, National Center for Education Technology*

The author uses power point to elaborate the research background, content, methods, and significance. She will take the National Public Service Platform for Educational Resources as an example, which is maintained by National Center for Education Technology, Ministry of Education, to introduce the participants the current educational informatization development status in China, the problems we are meeting and the research direction of current concern.

**RTD Roundtable-TechTrends 2018 Update and Trends**

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 2018 (Vol. 62) 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.

**RTD Roundtable-The Effect of Practicum Experiences on Preparing Teacher Candidates for Successful K-12 Online Teaching**

Presenter(s): *E-Ling Hsiao, Valdosta State University; Xiaoxia Huang, Western Kentucky University*

The study is to examine the effect of practicum experiences on preparing teacher candidates for successful K-12 online teaching. Each candidate needs to design, develop and deliver an online or hybrid 3-week module to his or her students. A mixed-method design will be used to collect data including a survey, online interviews and a systematic examination of summative evaluation reports and weekly teaching logs. The results and implications will be discussed in the presentation.

**RTD Roundtable-The Effects of Learner-Generated Drawing on Learning Outcomes and Engagement: A Systematic Review**

Presenter(s): *Li Cheng, University of Florida; Feiya Luo, University of Florida*

This literature review aims to provide an overview of the effects of learner-generated drawing on learning outcomes and engagement, individual differences that impact the effects of learner-generated drawing, and the impact of instructional guidance on learner-generated drawing. Implications for future practices and research are provided.

**RTD Roundtable-The Influence of Anonymous Feature of ARS on the Interactions of Students with Different Levels of Social Anxiousness**

Presenter(s): *Lili Zhang, Syracuse University; Jiaming Cheng, Syracuse University*

Contributor(s): *Jing Lei, Syracuse University*

This quasi-experimental study attempts to investigate the influence of the anonymous feature of ARS (Audience Response System) on students' interactions in two undergraduate face-to-face classes in light of different levels of social anxiousness. It might inspire practitioners in higher education to apply appropriate strategy and method to better integrate technology into class to facilitate students with different needs, improve their voluntary interactions, and in turn promote the inclusion of quality education.

**RTD Roundtable-Does the Clinical Integrative Puzzle Aid in Diagnostic Training?**

Presenter(s): *Pamela Catoe Moore, Capella University*

The Clinical Integrative Puzzle (CIP) is an empirically-validated assessment for diagnostic reasoning in medical education. An in-process, quasi-experimental study is assessing the effectiveness of the CIP used as an interactive practice tool for diagnostic reasoning in Physician Assistant education. This study should be of interest to instructional designers, medical education instructors, and educators in any field that utilizes diagnostic reasoning, such as clinical psychology or nurse-practitioners.

**RTD Poster-Investigating a Community of Practice Phenomena at an Information Technology User Engagement Unit**

Presenter(s): *Qing Zhang, Virginia Tech; Marcus Childress, Baker University*

This paper investigates key features of a Community of Practice (CoP) at an information technology (IT) user engagement unit at a large research university. The research was based on Wenger's framework; Data were collected through surveys, on site observations and interviews. The findings showed that a CoP was

formed at the user engagement unit. Meanwhile, the social graph revealed two sub-communities existed in the unit, and strong connections were built among most of the agents.

**RTD Poster-Scales to Measure Dimensions of Cyberbullying Among College Students**

Presenter(s): *Elizabeth Downs, Georgia Southern University*

Contributor(s): *Bryan Griffin, Georgia Southern University; Terry Diamanduros,*

Cyberbullying is repeated harassment or intimidation of others via electronic means. It is prevalent among college students and can lead to serious mental health issues. Cyberbullying may also have an impact on student performance and academic progression. The purpose of this research was to develop scales to measure cyberbullying experiences among college students; and to collect and assess evidence for validity and reliability of scores from these scales from a sample of college students.

**303. SICET-Relationship of Students Knowledge Hiding Behavior and Supervisor's Interactional Justice: Moderating role of Professional Commitment**

2:15 pm to 2:40 pm

Marriott - Andy Kirk B

Presenter(s): *Lin Lin, University on North Texas*

Contributor(s): *Usman Ghani, University of Science and Technology of China; Xuesong Zhai, Beijing Normal University, Anhui Jianzhu University; Donghong Ding, University of Science and Technology of China; Nanxi Meng, University of North Texas; Muhammad Usman, University of International Business and Economics, Beijing, China*

The first study about knowledge hiding behavior of students, which impairs knowledge transfer, is unnoticed by researchers and practitioners. The current study seek to investigate that how the perceptions of supervisor's interactional justice may prevent or at least minimize the knowledge hiding behavior among students. Second, we also check for the student's professional commitment role in the strengthening the above said relationship.

**304. SMT-A Mentoring Case in Higher Education: Technology Integration for Scientific Computing Course**

2:15 pm to 2:40 pm

Muehlebach - Hoover

Presenter(s): *Okan Arslan, Texas Tech University;*

*Fethi A. Inan, Texas Tech University*

Contributor(s): *Tugba Kamali Arslantas, Aksaray University; Evrim Baran, Middle East Technical University*

The purpose of this study is to examine mentoring process toward technology integration to higher education based on Experiential Learning Theory (ELT), and Technology Pedagogy Content Knowledge (TPACK) framework in a public university in Turkey. In this case study, both qualitative and quantitative data were collected from mentee (instructor), students and mentor (researcher). A case study method was used. The results revealed positive attitudes of both instructor and students toward technology implementation into class.

**305. TED-Understanding pre-service teachers' technology integration through a design lens**

2:15 pm to 2:40 pm

Marriott - Andy Kirk A

Presenter(s): **Meize Guo**, Indiana University Bloomington; **Elizabeth Boling**, Indiana University  
Utilizing a design lens, this study examines what planning activities pre-service teachers consider and eventually utilize in a technology integration project. Thirty-nine documents were collected and nine interviews were conducted at a Midwestern university. A two-phase thematic analysis was conducted to analyze the data. The results indicated that pre-service teachers relied on (1) personal assumptions of the students, (2) instructor's suggestion, and (3) former experiences to design instructional tasks, select technical tools, and select materials and resources. The pattern of pre-service teachers' technology integration activities in the service-learning project is consistent the pattern found in design activities, although teachers are not formally recognized as designers.

**306. AOT-A Proposed Educational Technology Standards of Thailand**

2:55 pm to 3:20 pm

Muehlebach - Trianon A

Presenter(s): **Chamaiporn Inkaew**, Prince Songkhla University; **Ana Donaldson**, University of Northern Iowa – Retired

Contributor(s): **Jaitip Nasongkhla**, Chulalongkorn University

Educational technologist performs as a catalyzer in supporting active and effective learning in an educational system. In Thailand, Educational technologists' roles are delineated in the Chapter IX of 1999 National Education Act 1999 that were practically media profession who analyze, design, develop, and deliver media in a teaching and learning system such as radio, television, text book, and printed media, as well as all types of communication technology, while using research as a tool in the process, and practical professional development as well.

**307. DDL-Diversity-focused Professional Development in MOOC for CS Faculty: Motivations and Perceptions**

2:55 pm to 3:20 pm

Muehlebach - Trianon B

Presenter(s): **YunJeong [Eunice] Chang**, University at Buffalo, SUNY

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 fail to attract sufficient and diverse students (i.e., women, underrepresented minorities, students with disabilities) to meet workforce needs. To recruit and retain more and more diverse computing students, an online professional development course is offered via MOOC platform for college CS faculty. In this presentation, we will present the design and development of the innovative MOOC course and learners' motivation and perceptions on the course.

**308. DDL-Does mileage traveled to testing sites impact online students test scores?**

2:55 pm to 3:20 pm

Marriott - Julia Lee A

Presenter(s): **Dennis Beck**, University of Arkansas

Contributor(s): **Ian E Kingsbury**, University of Arkansas; **Robert Maranto**, University of Arkansas

Research shows that virtual school students don't score as well as traditional students on state tests. Other research suggests that testing fatigue may harm achievement, and one source of fatigue may be the distance students travel to testing sites. Achievement data was collected from two virtual schools on whether driving distance is determinant of test scores, while controlling for demographic characteristics. Implications and future research are discussed.

**309. DDL-Student Perceptions of the impact of "Quality Matters" Certified Online Courses on their Learning and Engagement**

2:55 pm to 3:20 pm

Marriott - Julia Lee B

Presenter(s): **Ayesha Sadaf**, University of North Carolina Charlotte; **Florence Martin**, University of North Carolina Charlotte

Contributor(s): **Lynn Ahlgrim-Delzell**, University of North Carolina Charlotte

Student perceptions of the impact of Quality Matters certified online courses on their learning and engagement were examined from a survey of 50 graduate students. Among eight categories, "course activities and learner

interaction” was rated to have the highest impact on both learning and engagement. Additionally, the lowest rated categories to impact learning was “course overview & introduction” and engagement was “Learner Support.” Best practices to support learning and engagement in online courses will be discussed.

**310. DELT-Designing for learning through a holistic consideration of culture, context, and pedagogical aims**

2:55 pm to 3:20 pm

*Muehlebach - Nixon*

Presenter(s): **Tiffany Roman**, Indiana University

Contributor(s): **Jon Racek**, Indiana University

This presentation describes a collegiate-level cross-disciplinary case study that 1) provides guidance for effective use of 3D virtual learning environments in everyday teaching and learning, 2) demonstrates how the “designing for learning” approach for argued for by Fowler (2015) can be applied in a cross-disciplinary course, and 3) provides evidence of how culture is considered throughout the design process and how 3-D virtual learning environments can address the needs of specific U.S. regional cultures.

**311. KSET-Instructional Design for Conceptual Understanding of Variables in Computer Science Education**

2:55 pm to 3:20 pm

*Muehlebach - Burgundy*

Presenter(s): **Dayae Yang**, Indiana University;  
**Kyungbin Kwon**, Indiana University

Contributor(s): **Linxue Fan**, Indiana University

This study is about the development of an ID project about how to teach the concept of “variables” in computer programming. The target learners were pre-service teachers who were interested in having a computer educator license. Both computer-based instruction and unplugged hands-on activities were designed and carried out in class. A survey was administered to the students for evaluation. The process of the project and its result will be discussed in the session.

**312. SICET-An investigation of teachers’ collaborative design of technology-enhanced learning**

2:55 pm to 3:20 pm

*Marriott - Andy Kirk B*

Presenter: **Chunli Wang**, East China Normal University

Contributors: **YI WEI**, East China Normal University;  
**Xiaoqing Gu**, ECNU; **Haifeng Xing**, Henan Institute of Technology

This study framed a teacher training program which aimed teachers’ collaborative design ability. Teachers

collaborated on a learning platform in 10 Jigsaw groups, formed either by 2 technology experts and 1 principle expert or by 1 technology expert and 2 principle experts. Teachers gained significantly more competence of designing web-based inquiry learning after training, but the change of attitude was not significant. Groups that performed better for outcome variables had better collaboration process.

**313. TED-Pre-service Teachers’ Clusters and their Development of TPACK in a Required Educational Technology Course**

2:55 pm to 3:20 pm

*Marriott - Andy Kirk A*

Presenter(s): **Yi Jin**, Sonoma State University

This presentation will present the results of pre-service teachers’ cluster assignment and development of TPACK after completing a required educational technology course. A cluster analysis revealed that a two-cluster model was a good fit. Cluster 2 pre-service teachers had higher pre-TPACK scores. Results from the independent-sample t-tests indicated that cluster 2 pre-service teachers still had higher post-TPACK scores. Future directions for research and practical implications are discussed.

**314. CLT-Becoming Learning Designers: A Journey for New Professionals (with Help from Academic Programs)**

3:35 pm to 4:40 pm

*Muehlebach - Truman B*

Presenter(s): **Brent G. G. Wilson**, U of Colorado Denver;  
**Tutaleni I. Asino**, Oklahoma State University;  
**Patrick Lowenthal**, Boise State University; **Jason K McDonald**, Brigham Young University

Contributor(s): **Jill Stefaniak**, Old Dominion University

People come to think of themselves as learning/instructional designers in many ways – by gaining skills, establishing credentials, building support networks, joining a professional community, and assuming new roles in the workplace. Graduate programs support the process of identity development, but we could do better. Acknowledging professional identities as a targetable learning outcome is a first step. This panel explores this idea and explores ways to better support students on their professional journeys.

**315. CLT-Multipurpose Practicum: Feeding a Hunger for Justice via a Required IDT Project**

3:35 pm to 4:00 pm

*Muehlebach - Lido*

Presenter(s): **Amy C Bradshaw**, University of Oklahoma

A masters-level practicum experience was designed to meet the mainstream goals of an IDT practicum, while also engaging an issue directly connected to social justice in a local community. Three students worked to learn about food insecurity in their college town and create an online hub to address immediate hunger needs, provide public education about the topic, and elicit support among community members not vulnerable to food insecurity, and do it in a non-stigmatizing way.

### 316. CLT-Using Story-Telling and Role Play as a Learning Strategy for Incarcerated Women

3:35 pm to 4:00 pm

Muehlebach - Wilson

Presenter(s): **Elizabeth Johnston**, University of Phoenix;  
**Cheryl Burleigh**, University of Phoenix

Contributor(s): **Nola Veazie**, University of Phoenix  
Women represent a fast-growing segment of the criminal justice system, but counselors lack gender-responsive interventions and strategies to deal with substance abuse that often accompanies criminal behaviors. Storytelling has been used to reframe addictive and destructive behavior; however, less is known about using film and how the medium is presented to support women in prison. This qualitative narrative inquiry provides exploratory, narrative insights as to how film stories can provide therapeutic support for incarcerated women.

### 317. Committee: Professional Ethics (Thur)

3:35 pm to 4:40 pm

Muehlebach - Taft

### 318. D&D-Creating a Flexibly Accessible Learning Environment

3:35 pm to 4:00 pm

Muehlebach - Trianon A

Presenter(s): **Janette Hill**, UGA; **Xigui Yang**, University of Georgia; **Ikseon Choi**, The University of Georgia; **Robert Maribe Branch**, University of Georgia; **Hyewon Lee**, The University of Georgia

Contributor(s): **Elliot E Kim**, The University of Georgia; **Jeonghun Oh**, Learning, Design, and Technology program in University of Georgia; **Brooks Keisler**, UGA-LDT

This session reports on an innovative instructional design practice where graduate courses were offered using a flexibly accessible delivery strategy. Instructors and students joined together once a week for face-to-face and synchronous interactions, which were recorded and immediately uploaded for the asynchronous students. Various technologies were used to enable the interactions

in real and delayed time. Details of the design and implementation of the course, along with evaluation information, will be shared with session attendees.

### 319. D&D-Creating Virtuoso: The formative design and evaluation of a prototype 3D collaborative virtual learning environment for adults with autism spectrum disorders

3:35 pm to 4:00 pm

Muehlebach - Trianon C

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

Contributor(s): **Carla Schmidt**, University of Cincinnati; **Noah Glaser**, University of Cincinnati

In line with the theme of the 2018 convention, "Learning for All," this proposal focuses on an underrepresented group of learners: adults with low-functioning autism. We present Virtuoso, an immersive learning intervention that promotes acquisition of social, vocational, and life skills in a safe environment. This prototype intervention focuses on using public transportation safely and appropriately – a significant obstacle for individuals with autism to be included in community settings.

### 320. D&D-Culture considered approaches to design and develop teacher professional development in Ethiopia

3:35 pm to 4:00 pm

Muehlebach - Trianon B

Presenter(s): **Moon-Heum Cho**, Syracuse University; **Jackie Kim**, Georgia Southern University

Contributor(s): **Seongmi Lim**, Ball State University

This proposal reports a practice of teacher professional development (TPD) in Ethiopia by using instructional systems approaches. Often, developing professional development in a different culture is challenging. By using systematic approaches, we designed, developed, and implemented a TPD in Ethiopia. In this presentation, we introduce our unique approaches of designing and developing the program with the consideration of culture, limited resources, language, and physical distances. We also discuss Ethiopian teachers' perspectives and lessons we learned.

### 321. DDL-A Comprehensive Review of Recent Research Revising the Community of Inquiry Framework

3:35 pm to 4:00 pm

Marriott - Julia Lee B

Presenter(s): **Secil Caskurlu**, Purdue University

Contributor(s): **kadir kozan**, Bilgi University

The current comprehensive review focused on recent research suggesting new presence types and

dimensions within the scope of the Community of Inquiry framework. The results indicated that the contribution of such earlier research has been quite useful despite some theoretical and methodological gaps that need to be bridged by future research. Consequently, the current review highlights the important aspects of revision research done on the framework and provides comprehensive insights into the future research.

**322. DDL-Learning for All: Collaboration of university faculty and instructional designers to enhance online teaching**

3:35 pm to 4:00 pm

Marriott - Julia Lee A

Presenter(s): **Larisa Olesova**, George Mason University

Contributor(s): **Belen Garcia**, Purdue University

The 2017 survey of Faculty Attitude on Technology conducted by Insider Higher Ed reported on low percentage of collaboration between university faculty and instructional designers on online course development. Experts said it is not a surprise because instructional designers are underutilized. This presentation will share faculty perceptions of successful “faculty-designer” collaboration and factors that led to successful collaborative relationships. Higher education administration, university faculty and instructional designers will benefit from the results of this study.

**323. DDL-Online Drives the Bus: Changing Course Development Culture to Improve Learning for All**

3:35 pm to 4:40 pm

Muehlebach - Colonial Ballroom

Presenter(s): **Anthony A. Pina**, Sullivan University System

Contributor(s): **Kenneth Moran**, Sullivan University; **Bruce Harris**, Dixie State University

Like many institutions, ours had a longtime culture of “putting my face-to-face course online.” Changing our course design culture to “online drives the bus” has resulted in higher quality courses and more satisfied students and faculty. Come and see how we did it and we will share our strategies and our materials with you!

**324. DELT-The Peer Assessment Collaboration Evaluation (PACE) Tool: Student Behavioral Intent**

3:35 pm to 4:00 pm

Muehlebach - Hoover

Presenter(s): **Byron Havard**, University of West Florida; **Megan Podsiad**, University of West Florida; **Holly Ellis**, University of West Florida

Contributor(s): **Courtney Hyland**, **Karen Valaitis**, University of West Florida

The Peer Assessment Collaboration Evaluation (PACE) tool is designed to address the prevalence of social loafing in team projects. A partially mixed concurrent quantitative dominant status research design was conducted to investigate the influence of the PACE tool on individual team member behavioral intentions toward team project contributions. Pretest and posttest instruments included both Likert-type and open ended items relating to the three components of behavioral intent: attitude, subjective norms, and perceived behavioral control.

**325. DELT-Using Facebook to Facilitate Critical Thinking in a Fully-Online Graduate Course**

3:35 pm to 4:00 pm

Muehlebach - Nixon

Presenter(s): **Nancy B. Hastings**, University of West Florida; **Holley Handley**, University of West Florida

The qualitative research study will examine the quality of Facebook posts in the graduate level course for indicators of critical thinking to assess the level of intellectual engagement when using Facebook as the means for group discussion boards. Data are being collected and analyzed to examine critical thinking constructs based on the Newman, Webb, and Cochrane (1996) model using NVivo data analysis software.

**326. Featured Research-Exploring The Effects Of Pacing In Community College Courses**

3:35 pm to 4:40 pm

Muehlebach - Eisenhower

Presenter(s): **Robin D Shepherd**, **John Baaki**, Old Dominion University; **Ginger S Watson**, University of Virginia

Contributor(s): **Wilhelmina Savenye**, Arizona State University

The purpose of the research study was to investigate whether a significant difference existed between non-traditional students and traditional students in either a teacher-paced or self-paced instructional environment in terms of two dependent variables: achievement and course completion outcomes. Also under consideration was whether a significant difference exists between student preference in completing either a self-paced course or teacher-paced course in a community college setting.

**327. GSA-Envisioning a Necessary Utopia: An Inter-disciplinary and Multidimensional Approach to the Field**

3:35 pm to 4:40 pm

Muehlebach - Roosevelt

Presenter(s): **Kathy Essmiller**, Oklahoma State University;

**Kiran Budhrani**, UNC Charlotte; **Sonia Tiwari**, Penn State University; **Zixin Mao**, Fordham University; **Tugce Aldemir**, Pennsylvania State University

Contributor(s): **Begum Sacak**, Ohio University; **Beheshteh Abdi**, Northern Illinois University  
As Malcolm Forbes once said, "Diversity: the art of thinking independently together." So, let's grasp our diversity! In this interactive session, 6 graduate students will share their diverse backgrounds and how they shaped their current research practices. We will discuss about how empowering interdisciplinary collaboration can enrich the diversity within the field. The subjects our panelists will cover are Game/Graphic Design, Teaching Practices, Psychology, Learning Analytics and Technology in Education, Faculty Development, and Applied Linguistics. Join us and enrich our critical discourse with your diversity! Let's envision a necessary utopia for the future of the field together!

### 328. INTL-Membership Meeting

3:35 pm to 4:40 pm

Muehlebach - Tea Room

Chair:

**Briju Thankachan**, Ohio University

### 329. KSET-Physiological analytics: Investigating learner attention, cognitive load, and achievement in multimedia learning

3:35 pm to 4:00 pm

Muehlebach - Burgundy

Presenter(s): **Dongho Kim**, University of Florida; **Fatih Demir**, Northern Illinois University  
The proposed project will address the gap in conventional data literacy training by using visualization technology. R and Python, open source programming languages will be used to create interactive visualizations of statistics concepts.

### 330. [NR]RTD-A comparison of competency models for Training and Development in Canada, the UK, and US

3:35 pm to 4:00 pm

Muehlebach - Trianon E

Contributor: **Saul Carlinar**, Concordia University  
Competency models serve many practical purposes, including guiding education and continuing professional development and providing a foundation for certification and licensing efforts. In the past decade or so, major competency models and certification programs for training and development professionals have emerged in Canada, UK and US. This session analyzes the different competency

models, identifies their similarities and differences, and explore the implications, such as the transferability of certifications between countries.

### 331. RTD-Designing Flipped Classes with Limited Resources

3:35 pm to 4:00 pm

Muehlebach - Trianon D

Presenter(s): **Sheri Stover**, Wright State University  
Flipped-classes in higher education are becoming increasingly widespread due to the appeal of replacing passive lectures with active-learning communities of inquiry. This presentation will review the results of a mixed methods research study that follows a professor who had limited resources while redesigning her class to the flipped-class design format. Class designs (lecture vs flipped-class) were compared using the community of inquiry survey, satisfaction survey, opened-ended comments, and students' final exam scores.

### 332. SICET-Fostering knowledge construction with collaborative writing and multimedia mind mapping tools : A crossover study

3:35 pm to 4:00 pm

Marriott - Andy Kirk B

Presenter(s): **Jing Leng**, East China Normal University; **Lin Lin**, University on North Texas

Contributor(s): **Chuxin Fu**, East China Normal University  
This study aimed to understand how a collaborative writing tool (shimo) multimedia mind mapping tool (padlet), supported online collaborative knowledge construction. 30 pre-service teachers in two sections of an undergraduate course participated in two online activities. A participatory survey and review were conducted at the end of the study. Postings in the two activities were analyzed and compared in terms of participation, knowledge building, and study experience. The results indicated that the different design of the two activities and the different functions of two tools impacted student participation, knowledge construction processes, and knowledge building degree.

### 333. SMT-Roundtable/Poster Session

3:35 pm to 4:40 pm

Muehlebach - Royal Exhibit Hall

Participants

#### SMT-Computational Thinking in K-12 Schools: What Needs to Happen?

Presenter(s): **Kim C. Huett**, University of West Georgia; **Jason Huett**, University of West Georgia  
Schools and their communities need teachers, school



librarians, and instructional technologists who can advocate and lead computational thinking and learning innovations within the classroom, within the school library, and beyond. In this presentation, the discussants will lead attendees in an interactive conversation about approaches, resources, and promising examples for supporting computing initiatives in schools.

**SMT-Examining Best Practices: Digital Learning Competencies for Administrators and Classroom Educators**

Presenter(s): *Maureen L Ellis, East Carolina University; Ya-Huei Lu, East Carolina University; Bethann M Cole, East Carolina University*

In July 2017, the NC Department of Public Instruction implemented Digital Learning Competencies (DLC) for Educators and for Administrators. The DLC provide a framework for schools of education, school administrators, and classroom teachers on the skills necessary to provide high-quality, integrated digital teaching and learning. This roundtable discussion describes how Merrill's First Principles of Instruction supported the design and development of best practices to assist school administrators evaluating teachers integrating the DLCs in the classroom.

**SMT-Makerspace experiences on a small scale: Supporting teacher candidate and elementary students' makerspace learning**

Presenter(s): *Gregory Francom, Northern State University*  
Teacher preparation programs have included educational makerspace experiences to prepare teacher candidates to support active and constructive learning. These learning experiences can be provided in smaller, more sustainable settings when developing a large-scale makerspace is not possible. This workshop will introduce various small-scale technology makerspace items used for teacher preparation and learning in Elementary School settings. Participants will gain hands-on experience with some current makerspace tools and technologies and discuss makerspace assignment and project ideas.

**SMT-Student Behavior in an Online Monitoring and Evaluation System**

Presenter(s): *Ozden Sahin Izmirli, Canakkale Onsekiz Mart University; Serkan Izmirli, Canakkale Onsekiz Mart University, Turkey*

An online monitoring and evaluation system for reading book activities was developed. This system has an evaluation module to determine if students read book, a book preview module, a report module, and a recommendation module which recommends books to students. The purpose of this study is to

determine student behavior in the online monitoring and evaluation system.

**SMT-The Effect of a Graphic Programming Tool on Learning Anxiety, Performance and Intrinsic motivation of the high school students**

Presenter(s): *Yuchong Zha, Beijing Normal University*  
Contributor(s): *Yan Peng, Beijing Normal University; Yingying Hu, Beijing Normal University; Hongli Chen, Beijing Normal University; Ning Ma, Beijing Normal University*

This study attempts to study the effect of Mixly, a graphic programming tool in programming instruction. The effect on learning anxiety, performance and intrinsic motivation has been discussed by quasi-experimental design.

**SMT-Understanding Elementary Students' Use of Digital Textbooks on Mobile Devices: A Structural Equation Modeling Approach**

Presenter(s): *Xianhui Wang, Central China Normal University; Wanli Xing, Texas Tech University*

The purpose of this study is to design a structural model explaining how elementary students use digital textbooks on mobile devices. This study extends the technology acceptance model (TAM) framework, with self-efficacy, learning motivation, learning strategies and parent education level as external variables. These findings have broadened research on technology acceptance with emphasis on a more learning-centered framework that focuses on the learners' characteristics and their unique contexts when using digital textbooks via mobile devices.

**SMT-Big Data Analytics & Students**

Presenter(s): *Harvey C Foyle, Baker University; Marcus Childress, Baker University*

Big Data is a revolution. "The data volumes are exploding, more data has been created in the past two years than in the entire previous history of the human race." (Marr, 2015) An overview provides the uses of Big Data and analytics in education and helps school media professionals become aware of its impact on their students. Participants will learn how to help students cope with their data being used by companies and others.

**SMT-Discovering Utilization Patterns in an Online K-12 Teacher Professional Development: Clustering and Data Visualization Methods**

Presenter(s): *Javier Leung, University of Missouri-Columbia; Javier Leung, University of Missouri-Columbia*

This proposal reports on a completed study on utilization patterns of the content and site features of a K-12 online professional development platform by

data mining web metrics records. Data mining, feature selection, simple K-means clustering and visualization methods were used to make sense of the massive volume of web metrics. The cross-industry standard process for data mining (CRISP-DM) was utilized with the clustering approach to form patterns among new and returning visitors seeking PD.

**SMT-Does 3D modeling learning effect the students' spatial thinking ability?**

Presenter(s): **Yiling HU**, East China Normal University  
Contributor(s): **Menghua HU**, East China Normal University; **Bian Wu**, ECNU

In this study, 102 seventh graders were divided into experimental groups and control groups. The experimental groups were taught 3D modeling practice to explore their influence on students' spatial thinking ability. Research finds that 3D modeling learning is beneficial to the cultivation of spatial thinking ability, especially for students' spatial folding and plane rotation ability. At the same time, 3D modeling teaching has different promotion of spatial thinking ability of different gender students.

**SMT-Teachers' Technology Use and Saudi Students' Achievement in Literacy: Insights from a Large-Scale Assessment**

Presenter(s): **Ahmed M Mukhtar**, University of Missouri  
Contributor(s): **Sumayah Abu-Dawood**, University of North Texas

This study aims to examine the association between teachers' use of technology and students' achievements. We use data from the Progress in International Reading Literacy Study (PIRLS) 2016 to provide insights into the current status of technology in schools in Saudi Arabia. Findings are expected to inform the policymakers in Saudi educational system especially with the rapid change in the country led by the vision of 2030. Implications for policy and practice will be discussed.

**[NR]SMT-Technology as Friend: Bridging Differences Between Age Groups**

Contributor(s): **Edmund Martelli**, Morehead State University  
A concurrent session of 20-minutes will be presented highlighting technological advancement and the history of the development of technology within academia established from traditional methods. The session's focus is towards the school media & technology division.

**SMT-Using GIS to teach beyond curriculum**

Presenter(s): **Minh Thi Ngoc Pham**, University of Missouri, Columbia, USA

The poster aims to present how to utilize GIS tools to help students learn and think beyond what is delineated in the curriculum so that they can learn what matters

and what is relevant to them. A lesson in the English textbook for 11th graders in Vietnam is chosen to exemplify how GIS tools can be integrated into the lesson to teach beyond curriculum.

**334. TED-Pre-service Teachers Perceptions of ICT in School Development**

3:35 pm to 4:00 pm

Marriott - Andy Kirk A

Presenter(s): **Jan Delcker**, University of Mannheim;  
**Clara Schumacher**, University of Mannheim

Contributor(s): **Michael J. J. Roll**, University of Mannheim, Chair Learning, Design and Technology;  
**Dirk Ifenthaler**, University of Mannheim  
ICT is becoming more and more relevant in all parts of school development, from classroom teaching to post processing lessons and timetable organization. This study examines the relationship between pre-service teachers' skills regarding ICT in school development and their job practice experience. Students with internships at a company or a school perceive themselves as more capable of using ICT in school development, underlining the importance of hands-on experience in teacher education for the development of ICT skills.

**335. CLT-Tensions, boundaries, and compromise: Outdoor educator's experiences with smartphone and tablets**

4:15 pm to 4:40 pm

Muehlebach - Wilson

Presenter(s): **Doris U Bolliger**, Old Dominion University;  
**Trina Kilty**, University of Wyoming

Contributor(s): **Craig Shepherd**, University of Wyoming;  
**Dan McCoy**, University of Wyoming  
Smartphones are ubiquitous in the United States. However, their role in education settings remains strained. This strained relationship is apparent in outdoor education settings where a major objective is to disconnect and enjoy nature. Yet, smartphones are regularly used by students and instructors. This session will discuss the tensions, boundaries, and compromises made by participants of outdoor education programs as they navigate desires for outdoor activity, security, and wireless communication.

**336. D&D-Design and Development of a Mobile Application for Enhancing Preservice Teachers' Self-Directed Learning**

4:15 pm to 4:40 pm

Muehlebach - Trianon B

Presenter(s): **Insook Han**, Temple University

Contributor(s): **Jong Won Jung**, University of Ulsan

In this study, we designed a mobile application based on the theoretical framework of self-directed learning and evaluated its effectiveness in the context of preservice teacher education. Design features were identified from previous studies that can support self-monitoring and increase task motivation. After the development, the application was utilized by 59 preservice teachers. The result shows that the use of this application increased learning evaluation skills of learners with the high level of prior SDL.

**337. DDL-A Comparison of Adult Learners' Expectations of Ideal Online and Face-to-Face Course Environments Focused on Task Orientation, Teacher Support, and Student Influence**

4:15 pm to 4:40 pm

Marriott - Julia Lee B

Presenter(s): **E-Ling Hsiao**, Valdosta State University

Contributor(s): **Amanda King-Spezzo**, University System of Georgia; **Ellen W. Wiley**, Valdosta State University; **Larry Wiley**, Valdosta State University

The study was to explore adult learners' expectations of ideal online and face-to-face course environments focused on task orientation, teacher support, and student influence using a survey including the Adult Classroom Environment Scale (ACES). One hundred and seventy adult learners completed the survey and reported similar expectations of ideal online and face-to-face course environments regarding task orientation, teacher support and student influence. Learner demographics (e.g., gender and ethnicity) were found to influence adult learners' expectations of ideal course environments in this study.

**338. D&D-Lurching to Launch: Building Standardized Online Programs in a 1:1 Model on an Accelerated Timeline**

4:15 pm to 4:40 pm

Muehlebach - Trianon A

Presenter(s): **Jenifer B. Summerville**, Northcentral University; **Barbara Miller Hall**, Northcentral University  
Hurry up and wait. Fits and starts. Lurching forward. These phrases describe how many stakeholders feel about the process of launching new programs. In this interactive session, you will hear from those who were an integral part of this process and have the opportunity to discuss pros/cons, great moments of clarity and some that were not so much. You will have the opportunity to share your experiences and learn how we were able to manage and not get stuck in that lurch.

**339. DDL-Why We Discuss: Asynchronous Discussion Practices of Online Instructors**

4:15 pm to 4:40 pm

Marriott - Julia Lee A

Presenter(s): **Vanessa Dennen**, Florida State University

Contributor(s): **Tami Im**, Hanseo University

This presentation shares results of a survey of online instructors at a large public university. The survey focused on why instructors do/do not integrate asynchronous discussion, how they use it, and what types of assistance they need. Findings show that instructors are driven by a combination of their beliefs about the importance of interaction within their classes and their personal ability and past experience with promoting learner interaction in online discussion.

**340. DELT-Designing a Revision Tool to Distinguish Surface-level and Text-based Writing Feedback**

4:15 pm to 4:40 pm

Muehlebach - Nixon

Presenter(s): **Kalianne Lund Neumann**, Oklahoma State University

Contributor(s): **T J Kopcha**, University of Georgia

This session presents a design case that describes the design, development, and user experience testing of a Google Docs revision add-on. The add-on is an instructional, peer review tool intended to help students distinguish surface-level feedback from text-based feedback to develop their revision task schema. Design decisions, design failures, and solutions to those failures will be discussed.

**341. DELT-Exploring Emergent Features of Student Interaction within an Embodied Science Simulation**

4:15 pm to 4:40 pm

Muehlebach - Hoover

Presenter(s): **Jina Kang**, University of Illinois at Urbana-Champaign

Contributor(s): **James Planey**, University of Illinois at Urbana-Champaign; **Robb Lindgren**

This study examines how students interact with an embodied science simulation. We extracted metrics that represent students' gestural interactions during each task within the simulation, which were video recorded. The results show meaningful gestural patterns among students who showed different levels of understanding of exponential growth. The findings suggest possible features that can indicate a need of just-in-time guidance to facilitate different levels of students' understanding of crosscutting concepts in science.

**342. [NR]D&D-Determination of Design Features for Game-Based Adaptive Intelligent Tutoring Systems**

4:15 pm to 4:40 pm

Muehlebach - Trianon C

Contributor(s): **Kursat ERUMIT**, Karadeniz Technical University; **Vasif NABIYEV**, Prof.; **Turkan Karakus**, Ataturk University; **Mehmet Kokoc**, Karadeniz Technical University; **İsmail Cetin**, Ondokuz Mayıs University; **Emine Selin Aygun**, Karadeniz Technical University

This study was intended to provide recommendations for the design of interface needed for digital game-based adaptive intelligent tutoring systems (GAITS) that allow the use of digital game elements, adaptation mechanism, and intelligent tutoring system technology, which are considered to be very important for individual teaching. For this purpose, a usability study was conducted, and the findings were presented in a way to form a design proposal.

**344. RTD-Development and Validation of a Flipped Classroom Adoption Inventory in Higher Education**

4:15 pm to 4:40 pm

Muehlebach - Trianon D

Presenter(s): **Taotao Long**, Central China Normal UniversityContributor(s): **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.

**345. RTD-Effects of Feedback Modality on Students' Perceptions in an Online Course**

4:15 pm to 4:40 pm

Muehlebach - Lido

Presenter(s): **Fatih Ari**, University of South CarolinaContributor(s): **Ismahan Arslan-Ari**, University of South Carolina

The purpose of this study was to examine the effects of feedback type on graduate students' perceptions about feedback quality, satisfaction with feedback, feeling of isolation and engagement in a fully online instructional design course. Participants were provided with video feedback in the form of a screencast and text feedback as comments on their instructional design assignments. Overall, results indicated that participants favored the first type of feedback provided over the other type.

**346. RTD-Factors Influencing Visually Impaired Users' Intention to Adopt Mobile Applications based on the UTAUT model.**

4:15 pm to 4:40 pm

Muehlebach - Trianon E

Presenter(s): **Hyunchang Moon**, Texas Tech University; **Jongpil Cheon**, Texas Tech University

Contributor(s): **Jaehoon Lee**, KSET; **Devender Banda**, Texas Tech University; **Nora Griffin-Shirley**, Texas Tech University; **Paul M. Ajuwon**, Missouri State University

This study investigated how individuals with visual impairment will adopt the mobile applications in their daily lives based on the Unified Theory of Acceptance and Use of Technology (UTAUT) model. Although the use of mobile applications has enhanced our daily lives, little research regarding intention to adopt mobile application among visually impaired people has not yet been conducted. A conceptual model was developed by applying the UTAUT model as a unifying model for technology acceptance, and convergent mixed methods research design was employed to investigate significant factors influencing the intention to use mobile applications. Structural equation modeling was used to analyze the survey responses from 259 participants with visual impairment, and content analysis is still in progress. The results revealed that the usefulness of mobile applications significantly predicted the behavioral intention to mobile applications, moderated by attitude. More findings and implications will be discussed in the presentation.

**347. SICET-Digital natives' attitude toward IT education and IT-related careers: A study from a Chinese high school**

4:15 pm to 4:40 pm

Marriott - Andy Kirk B

Presenter(s): **Yan LI**, Zhejiang University

The purpose of this study is to investigate the attitudes of digital natives toward IT education and IT-related careers. A total of 686 eleventh graders of a Chinese prominent high school completed the survey for this study.

**348. TED-Pre-Service Teachers' Perceptions of What it Means to be "Digital Natives"**

4:15 pm to 4:40 pm

Marriott - Andy Kirk A

Presenter(s): **Dave Mulder**, Dordt College

Today's young teachers entering the profession are often assumed to be technologically savvy, and have been referred to as "digital natives." However, there is some confusion over what that terminology actually means. The purpose of this study is uncovering pre-service

teachers' perceptions of how they exhibit four descriptors commonly attributed to digital natives. In this session, the results and implications of an exploratory survey of pre-service teachers will be discussed.

**349. Community College Initiative**

4:30 pm to 6:00 pm

Muehlebach - Truman A

Chairs:

**David Diehl**, Houston Community College

**Brad Hokanson**, University of Minnesota

**350. AECT-Being a Better Reviewer: A Conversation with Editors**

4:55 pm to 6:00 pm

Muehlebach - Tea Room

Presenter(s): **Dotty Sammons**, Idaho State University;

**Charles Hodges**, Georgia Southern University;

**Albert Dieter Ritzhaupt**, University of Florida;

**Jonathan M Spector**, Department of Learning Technologies; **Patricia Young**, Uni. of Maryland Baltimore Co.

Contributor(s): **MJ Bishop**, AECT Board Member;

**Tristan Johnson**, Northeastern University; **Wilhelmina**

**Savenye**, Arizona State University

Journal reviewers have the opportunity for both professional development and service, by reading the latest research and by supporting publication of new knowledge.

This discussion with current and past journal editors provides guidelines for being a better journal reviewer. The purpose of the session is to prepare and motivate new and experienced reviewers to participate with clear understanding of how best to support authors and journals. Audience participation is strongly encouraged.

**351. CLT-Board of Directors Meeting-New**

4:55 pm to 6:00 pm

Muehlebach - Taft

**352. CLT-Planning and Implementing an International Research Collaborative**

4:55 pm to 6:00 pm

Muehlebach - Truman B

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

**Alice Barlow-Zambodla**, e/merge Africa

This panel presentation will describe the planning and implementation of an international research collaborative between AECT's Division of Culture, Learning and Technology and e/merge Africa, an educational technology network for educational technology researchers and practitioners in African

higher education. The primary goal of the collaborative is to provide an open and supportive space for international research exchange and collaboration between established and emerging educational technology scholars in the US and African countries.

**353. CLT-Reflections on the lifelong value of an arts education**

4:55 pm to 5:20 pm

Muehlebach - Wilson

Presenter(s): **Elizabeth Johnston**, University of Phoenix

Contributor(s): **Jim Lane**, University of Phoenix;

**Constance Raaz**, University of Phoenix

Educators in the 21st century could transform teaching and learning by incorporating elements of a technology driven, visual culture such as AR and VR, film, and social media. Art educators and others have recognized that abstract critical and creative thinking skills could be learned through graphic, visual experiences. Narratives of older individuals offered insights into long-term value of early learning in visual arts classes, which could be useful as formal education transitions to increasingly visual environments.

**354. D&D-Developing and Evaluating SPOT, a Social Performance Optimization Tool, to Increase Motivation and Online Community**

4:55 pm to 6:00 pm

Muehlebach - Lido

Presenter(s): **Rebecca Heiser**, Penn State World Campus;

**Andrea Gregg**, The Pennsylvania State University;

**Amy Garbrick**, Penn State University

Contributor(s): **Nicole Wang**, Penn State University

Instructors and designers need solutions to the isolation--individual and social--that online, geographically distributed students can feel. In this practice presentation, we first discuss the context for learning spaces that incorporate affect to enhance peer-to-peer interactions and encourage learner motivation. We then share our experiences designing, developing, and piloting a social performance optimization tool (SPOT) as a solution extending beyond the standard LMS interface to encourage emotional and social learning to improve student performance.

**355. D&D-Digital Learning Competencies: Facilitating Communication for Administrators and Teachers**

4:55 pm to 5:20 pm

Muehlebach - Trianon B

Presenter(s): **Ya-Huei Lu**, East Carolina University;

**Maureen L Ellis**, East Carolina University;

**Bethann M Cole**, East Carolina University

In July 2017, the NC Department of Public Instruction implemented Digital Learning Competencies (DLC) for Educators and for Administrators. The DLC provide a framework for schools of education, school administrators, and classroom teachers on the skills necessary to provide high-quality, integrated digital teaching and learning. This roundtable discussion describes how Merrill's First Principles of Instruction supported the design and development of best practices to assist school administrators evaluating teachers integrating the DLCs in the classroom.

### 356. DDL-Changes in Belief and Attitude toward Learning Management System Use among Secondary Students

4:55 pm to 5:20 pm

Marriott - Julia Lee B

Presenter(s): **Miaoting Cheng**, The University of Hong Kong

Contributor(s): **Allan Hoi-kau Yuen**, The University of Hong Kong; **Fred Hing Fong Chan**, The University of Hong Kong

Drawn from the two-stage model of cognition change, this study aims to explore belief and attitude change in students' learning management system use. A longitudinal survey of 1182 junior secondary students across 25 Hong Kong schools was conducted. Findings of a structural equation modelling analysis confirm the model that provides an understanding of perceived usefulness and attitude changes over two use stages through the emergent constructs as confirmation and satisfaction. Implications of findings are discussed.

### 357. DDL-Ensuring Transfer: Contextual Considerations for Designing in an Online Environment

4:55 pm to 5:20 pm

Marriott - Julia Lee A

Presenter(s): **Rob Moore**, University of North Carolina Charlotte; **Beth Oyarzun**, UNCC

Contributor(s): **Jill Stefaniak**, Old Dominion University  
When developing solutions that contribute to the effectiveness, efficiency, and ease of learning, instructional designers must align their instructional strategies with the application setting to ensure transference and sustainability of learning. This study identified contextual factors that affect the design of instruction in an online environment. The results address strategies for the instructional designer to leverage contextual factors to ensure transference of learning in online environments.

### 358. D&D-The effect of sustained vs faded scaffolding on students' argumentation in ill-structured problem solving

4:55 pm to 5:20 pm

Muehlebach - Trianon A

Presenter(s): **Andrew Tawfik**, University of Memphis; **Victor Law**, University of New Mexico; **Xun Ge**, University of Oklahoma; **Wanli Xing**, Texas Tech University

Contributor: **Kyung Kim**, Northern Illinois University  
To date, very little research has investigated the role of fading and explored its implications in the context of deep learning. To address this gap, we investigated the effects of fading question prompts on argumentation as learners were sustained vs. gradual fading. When using a rubric, no significant differences were found. However, when using learning analytics (associated rule mining, knowledge structures) we found that students in the sustained scaffold condition performed significantly better.

### 359. DELT-Membership Meeting

4:55 pm to 6:00 pm

Muehlebach - Nixon

Chair: **Byron Havard**, University of West Florida

### 360. GSA-Preparing your CV for the Job Market

4:55 pm to 6:00 pm

Muehlebach - Roosevelt

Presenter(s): **Mark Jones**, East Central University; **Lisa Yamagata-Lynch**, University of Tennessee; **Gamze OZOGUL**, Indiana University; **Cat Jackson**, University of Oklahoma

Are you soon to be on the job market? Not sure how to navigate the world of finding a job in academia? This session is dedicated to identifying the activities to participate in that will be the most impactful for your job perspectives as well as how to organize and identify gaps in your CV. There will be a discussion by the panelists and a Q & A from the audience. Tweet your questions @gsa\_aect up to an hour before the session and we will try to fit as many as we can in!

### 361. INTL & Affiliate-Roundtable/Poster Session

4:55 pm to 6:00 pm

Muehlebach - Royal Exhibit Hall

**INTL-A Lifelong Learning Practice for All: Transfer of Knowledge from Higher Education Institution to Public**

Presenter(s): **Tugce Aldemir**, Pennsylvania State University

Contributor(s): **Amine Hatun Atas**, Middle East Technical University; **Berkan CELIK**, Middle East Technical University / Yuzuncu Yil University

Continuing Education Center of a university in Turkey

arranged the sixth lifelong learning seminar series. These three-day free seminars were conducted through 64 sessions with 55 different topics. Learning themes comprised of variety of fields, including psychology, computer science, history, education, physics etc. to reach participants having different learning interests. The purpose of the study is to investigate profiles of lifelong learners, seminar preferences, motivation for participation, satisfaction with seminars and intentions to transfer knowledge.

**INTL-Bringing Robotics to Underserved Public Schools: The Case of El Salvador**

Presenter(s): *Vien Cao, Escuela Superior de Economia y Negocios*

Contributor(s): *William Mejia, Ministry of Education, El Salvador*

Studies have shown that robotics helps students learn science, mathematics, problem-solving, and computer programming. In El Salvador, the Vice-Ministry of Science and Technology at the Ministry of Education has organized an annual robotics project camp since 2010. More than 350 public schools throughout the country participate in the program. The paper reports the perceptions of students, teachers, and parents toward students' participation in robotics projects. Their responses revealed a positive attitude towards educational robotics.

**INTL-Cultural Differences in a Technology-Enhanced Teacher Education Classroom**

Presenter(s): *Chih Hsiung Tu, Northern Arizona University*

Contributor(s): *Hoda Harati, Northern Arizona University; Michael Blocher, Northern Arizona University; Claudia Rodas, Northern Arizona University*

This proposal is the summary of a personal observation and experience of the researcher both as a teacher and student in two culturally different teacher education classrooms in America and Iran. This personal experience is limited to the modified teacher education flipped technology classes in the southeast of America and teacher education programs in Iran. In this paper, some instances of cultural differences that influence on the pedagogical perspective of teachers and learning strategies of students are going to be presented. This paper will provide a brief background of teacher education in Iran and USA, and provide the instances for cultural differences in a technology-enhanced teacher education course.

**INTL-Integrating Gamification into Online Learning Sites**

Presenter(s): *Cengiz Hakan AYDIN, Anadolu University*

Contributor(s): *Murat Sumer, Uşak University*

This paper intended to reveal the results of a study that explored whether integrating gamification into online

learning Web sites can attract students' interest toward using and spending time in these sites. The sequential exploratory mixed method study has not only shown attractiveness but also effectiveness of integrating gamification into these online learning sites. This presentation might be beneficial for those who are interested in integrating gamification into their online offerings.

**INTL-The Implementation of An Integrated STEM Robotics Program: Similarities and Differences Between Students in the US and in Taiwan**

Presenter(s): *Yingxiao Qian, The University of Georgia; Yi-Chun Hong, Arizona State University*

The rapidly growing economy demands a well-trained workforce who excels in STEM-related disciplines. Robotics is promoted as an important piece of STEM education because it introduces students to complex mathematical and scientific thinking. Existing materials typically focus on teaching students to program robots rather than enhancing critical 21st century skills, collaborative learning. This presentation will share our implementation of the robotics program in the US and in Taiwan, specifically focusing on students' collaborative learning experiences.

**[NR]INTL-Voices from far and near - Storytelling and digital storytelling**

Contributor(s): *Albert Akyeampong, Ohio Northern University*

A digital storytelling class in a midwestern university in the united states connect with students in a university in the southern part Ghana to share stories. It is expected that students share recorded oral stories and digital stories via Youtube unlisted mode. Students interact online by and posting comments under respective digital stories.

**INTL-What I Have Learned: When an Asian Instructional Designer Meets American Subject Matter Experts and Students**

Presenter(s): *Szu-Yueh Justine Chien, University of Wisconsin-Extension*

The advancement of technology has revolutionized how people learn in the 21st century. With the proliferation of online learning, how different is learning in the online world from the traditional face-to-face classroom in different cultures? In this session, an instructional designer grew up in East Asia but works in the United States now will share her analysis of students' learning experiences in online courses and furthermore, provide tips in designing and developing online courses.

**INTL-Do you blog? Examining the popularity of blogs as an educational tool in Vietnam**

Presenters: *Thanh Do, Tutaleni I. Asino, Frances Alvarado-Albertorio, Cathy Green, Kathy Essmiller,*

**Sarinporn Chaivisit, Younglong Kim,**

*Oklahoma State University*

Contributor(s): **Wilmon Brown III**, *Oklahoma State University*

Technology provides opportunities for students to learn in different ways. Blog community is one of the technology platforms that teachers can implement in their classrooms. This case study aims to investigate the popularity of blog community and its impact on student learning outcomes in higher education at a university in Vietnam. The result of this study will contribute to the usage of blogs as an educational tool in Vietnam.

#### **INTL-Evaluating Faculty Members' Computer Technology Competencies in Libya**

Presenter(s): **Heng-Yu Ku**, *University of Northern Colorado*

Contributor(s): **Ilham A.B. Hbaci**, *University of Northern Colorado*

There has been rapid growth during the past several decades in the use of technology, computers, and the Internet to facilitate teaching and learning in many institutions around the world. However, the Arabic region, specifically Libya, is still using traditional instruction throughout its educational settings (Rhema, Miliszewska, & Sztendur, 2013). The main purpose of this research was to evaluate 161 educators' competence in using computer technologies towards integrating technology into Libyan higher education.

#### **INTL-Factors impacting faculty professional development training on technology integration, the case of a Saudi University**

Presenter(s): **Ahmed M Mukhtar**, *University of Missouri*

Contributor(s): **Dima Al-otaibi**, *UAI*;

**Sumayah Abu-Dawood**, *University of North Texas*

This study seeks to address the factors that contribute to the needs for technology integration training in higher education. Few studies have been published on this topic in Saudi Arabia higher education (Al-Alwani, 2005; Asiri, 2012). In this study, 948 faculty members were surveyed to assess their skills of using technology in their teaching and learning practices. Findings will inform management and instructional designers about different factors to consider while designing training programs

#### **INTL-K-12 Online Supplementary Tutoring in China: Private Tutoring for Social Equity?**

Presenter(s): **Yang Lai**, *Ohio University*

The school education system in China has been criticized as a system that reinforcing social inequality in the past decades. The huge urban-rural disparities and the key school system – a state-sponsored hierarchical school system hinder equal access to quality educational resources. Will online education bring changes to the

system? My research will examine the emerging K-12 online supplementary tutoring business to explore the the issue of online education, online tutoring business, and educational inequality in China.

#### **INTL-On the Validation of Adaptive Self-Regulation Learning Questionnaire**

Presenter(s): **Chih Hsiung Tu**, *Northern Arizona University*

Contributor(s): **hoda harati**, *Northern Arizona University*; **Cherng-Jyh Yen**, *Old Dominion University*; **Shadow Armfield**, *Northern Arizona University*

Adaptive Learning as a new online learning environment tries to individualize learning experience for each learner with the application of Artificial Intelligence. Adaptive Learning is considered as the next generation of the learning. Due to the fact that it requires autonomous and self-independent learners, Adaptive Learning Environment needs to enhance Self-Regulation Learning Skills (SRL). However, there is no questionnaire available suited for Adaptive Learning Environment to measure different aspects of SRL skills. This research is going to describe the development of a new adaptive questionnaire measuring self-regulation learning skills of students in the Adaptive Learning environment. This is the unique questionnaire developed for the first time concentrating on the Adaptive Learning.

#### **INTL-Open Badges for Teacher Education: Stepping Toward Educational Reform in Kyrgyzstan**

Presenter: **Ross Perkins**, *Randall Gwin Boise State University*

We will discuss the historical and cultural factors that have presented unusual barriers for many Central Asian countries, especially Kyrgyzstan, in adopting ODL. The presentation will include details about how micro-credentialing of professional development for teachers through digital badge. This innovation seems to reflect core cultural values of many Central Asian peoples, making it a likely means for increasing the perceived relevance and appropriateness of ODL as a tool for educational reform in the region.

#### **INTL-Perceptions of High School Teachers of the Use of Mobile Phone Technologies in Saudi Arabia**

Presenter(s): **Sameera S Algarni**, *The University of North Dakota*;

**Ademola Amida**, *University of North Dakota*;

**Volodymyr Lazar**, *University of North Dakota*

Contributor(s): **Woei Hung**, *University of North Dakota*

The purpose of this study was to survey high school teachers' use of mobile phone technologies in education in Saudi Arabia and to assess whether there is a correlation between high school teachers' perceptions about the advantages and disadvantages use of mobile phone technologies in the educational



process and their demographic characteristics. The study provided suggestions, foremost of which is that the Ministry of Education set specific controls regulating the use of mobile phone technologies.

**INTL-Technology Use in Saudi Education, Policy Directions for 2030 Vision**

Presenter(s): *Ahmed M Mukhtar, University of Missouri; Tahani Aldosemani, Prince Sattam University*  
Contributor(s): *Sumayah Abu-Dawood, University of North Texas*

This quantitative study investigated the association between technology use in schools and the quality of education in Saudi Arabia. Data were analyzed with a correlation and multiple regression analysis. Implications for practice, policy, and research will be discussed.

**INTL-Use of Internet in the Academic Preparation of International Students**

Presenter(s): *Volodymyr Lazar, University of North Dakota; Ademola Amida, University of North Dakota; Sameera S Algarni, The University of North Dakota*  
Contributor(s): *Woei Hung, University of North Dakota*

Within this study we assessed how actively international students at the UND English Language Services Center (ELS) utilize Internet tools in the academic preparation before coming for a language course to the USA, and if there is an association between their gender and the use of the Internet for additional learning opportunities. The male students reported higher levels of use of internet, however, no association was found between the variables.

**ICEM Roundtable-Examining the Effects of Demographics in Online K-12 Education**

Presenter(s): *Chien Yu, Mississippi State University*  
Contributor(s): *Jerri Ward-Jackson, 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 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.

**ICEM Roundtable-Is there any relationship between students' learning styles and class performances for multimedia project design?**

Presenter(s): *Chien Yu, Mississippi State University*  
Contributor(s): *Tung-Lung Wu, Mississippi State University*  
Learning style has always been widely discussed in education. As technological advances continue to mold the types of students entering higher education, a better knowledge and understanding of learning

styles become increasingly critical. Since a student's learning style may provide clues about strengths and areas that might call for additional concentration, the purpose of this study is to examine if there is any relationship between students' learning styles and class performances for multimedia project design.

**ICEM Roundtable-Lines in the Sand: Conscientization among People in Support and Opposition of President Trump**

Presenter(s): *Damien Sanchez, University of New Mexico*  
Americans are asserting their digital citizenship by voicing opinions regarding President Trump using Twitter. This study employed a Content Analysis to classify #DisruptJ20 Tweets according to Conscientization and Support or Opposition of President Trump. Sentiment Analysis revealed supporters of President Trump were more negative than his opposition. Logistic Regression found that network structure variables were more likely to predict Retweets than Conscientization. Hierarchical Linear Modeling indicated Conscientization was positively related to being Retweeted.

**ICEM Roundtable-The Changes of College Students' self-assessments - A Panel Study on 2011-12 School Year Students with Collegiate Learning Outcomes Assessments of Soochow University in Taiwan**

Presenter(s): *Zhigang Li, Kennesaw State University*  
Contributor(s): *CHENG-HSIN (ALAN) KU, Soochow University*

This research adopted the Collegiate Learning Outcomes Assessments of Soochow University in Taiwan, which collected 4 years undergraduate program students' self-assessments from freshman sophomore, junior, and senior grades. The purpose of the Collegiate Learning Outcomes Assessments is to document the students self-assessments during the different grades. Therefore, the analysis of this panel data revealed the students' change during the college, which represented the effectiveness of college's study. The results showed positive effects on the students enrolled during 2011-12 School Year.

**ICEM-Graduate Students' Experiences and Attitudes Toward Using E-Books for Academic Learning**

Presenter(s): *Heng-Yu Ku, University of Northern Colorado*  
Contributor(s): *Rasha A Alhammad, University of Northern Colorado*

The purpose of this research was to explore graduate students' experiences and attitudes toward the use of e-books for academic learning. Participants were 20 graduate students from one midsize state university in the United States. The data collection procedure was comprised individual interviews and

a phenomenological data analysis was employed to analyze the data. Major themes that emerged from participants' interpretations of their experiences with the use of e-books for learning will be shared.

**KSET Roundtable-How is a learning management system experienced in the university classrooms?**

Presenter(s): *Won Sug Shin, Incheon National University*

Contributor(s): *Ko Un Choi, The Pennsylvania State University*

The purpose of this case study is to explore students' perspective on their use of a Learning Management System (LMS) in class at a University in Korea. In this study, we conducted individual interviews with twenty eight Korean college students. Preliminary findings showed five themes: Limited use of LMSs in class, Underuse for group works, Organizing own learning path, Impersonal feelings for the LMS-based communications, and Underuse in STEM majors.

**KSET Roundtable-The Influences of Interest-enhancement and Goal-oriented Motivational strategies on the Use of Cognitive Learning Strategies in Online Learning**

Presenter(s): *SANGHOON PARK, University of South Florida; Heoncheol Yun, Northern Illinois University*

Studies on motivational regulation strategies (MRS) suggest that the use of MRSs positively affects students' use of CLSs. However, there is limited research addressing the influence of individual factors, such as academic level and age, on the use of MRSs, and the relationships between the use of MRSs and CLSs. We empirically examined the effects of students' academic level on their use of two MRSs and four CLSs in online distance courses. In addition, the relationships between the MRSs and each level of CLSs (i.e. surface level and deep processing level) were investigated using hierarchical multiple regression analyses. The findings and study implications will be shared at the conference.

**[NR]KSET Poster-Design and Development of Maker-based Instructional Model and Mobile Supporting Tool Related to Real-Life**

Contributor(s): *KeunJae Kim, Seoul National University; Hyeseong Kwon, Seoul National Univ; Young-Hwan Cho, Seoul National University*

With the advent of 4th industrial revolution, the Korean government announced the 2015 revised curriculum with the aim of fostering creative, convergent human. In order to cultivate the future talent, maker-based education has been started. To successfully implement the maker-based education, using proper instructional models and supporting tools is needed. The purpose of

the study is to explore maker-based instructional model and mobile supporting tool related to real-life by using Rapid Prototyping to ISD methodology.

**KSET Poster-The effect of controlling digital distractions on students' academic achievement in self-paced online learning**

Presenter(s): *HA JEEN CHOI, Florida State University*

The purpose of this study is to share the effect of controlling digital distractions on students' achievement in self-paced online learning. The subjects were 281, 3rd year middle school students in South Korea. Students studied a language program at home for four weeks using either a distraction-controlled or an uncontrolled smart device. The researcher found that the achievement for distraction-controlled group was higher than that for uncontrolled group. However, this difference was not statistically significant.

**IVLA Roundtable-Is Visual Literacy (VL) A Failed Metaphor?**

Presenter(s): *Mingyu Li, Virginia Polytechnic Institute and State University*

Focusing on the issues raised in Cassidy and Knowlton's 1983 article titled "Visual Literacy: A Failed Metaphor?", this roundtable session will utilize the presenter's literature review as a guide to discuss how the later VL literature theoretically and empirically addresses those doubts (e.g., VL is innate in human nature thus does not require learning). Target participants are higher education educators, researchers and instructional designers who are interested in visual literacy, visual education, and literacy studies.

**eLearning Africa-Does it look like learning or teaching with technology? Technology integration in selected West African higher education settings**

Contributor(s): *Rebecca Yvonne Bayeck, Penn State University; Stella Okwuchi Onyeagbako, Imo State University, Owerri, Nigeria.*

This paper looks at technology integration to support learning and teaching in two institutions of higher learning in Cameroon and Nigeria.

**[NR]AOT Roundtable-Creating an Instructional Model via a MOOC Management System to Enhance Creative Problem Solving**

Contributor(s): *Sorakrich Maneewan, King Mongkut's University of Technology Thonburi; Paranyou Orasutthikul, King Mongkut's University of Technology Thonburi*

The objectives of this research was 1) to create an instructional model via a MOOC management system with potential learning tools to enhance creative problem solving in an Advertising Photography course for undergraduated students, 2) to inspect the validity of the

instructional model, and 3) to study the implementation of the instructional model on learning achievement, creative problem solving ability and satisfaction.

**JSET-Multimedia Learning and Digital Storytelling by College Students in Japan**

Presenter(s): **Hitoshi Susono**, *Mie University*

Contributor(s): **Maho Nihomiya**, *Mie University*; **Yan Zhan**, *Mie University*; **Eri Ono**, *Mie University*; **Maki Hagino**, *maki.hagino@rscn.mie-u.ac.jp*

The digital storytelling (DST) projects at Mie University in Japan focused on how students can use multimedia such as still images, voice, and words. One of the projects was for Japanese students in order to express what they have experienced and learned. The other was for JFL (Japanese as a foreign language) students from China to improve their writing and speaking skills in Japanese. The DST practices on based on multimedia learning enabled the students to improve four elements (attention, relevance, confidence, and satisfaction) of the ARCS motivation model. And the JFL students were able to write a composition in Japanese and create a digital story more easily with images than without images.

**CLT Roundtable-Creative Innovations: Transforming Educational Culture by Implementing Creativity Technology and Creative Thinking Strategies**

Presenter(s): **Sue Tyrrell**, *Cameron University*

Much current classroom instructional technology is based on explicit standards-based test preparation or even rote repetition; however, myriad options exist to teach at higher levels by implementing instruction via technological applications and creative thinking instruction. This session will benefit all educators, equipping them with new strategies and resources. This session is relevant for school administrators and university-level teacher education preparation programs. Some simple changes have the power to transform our technology instruction and school culture.

**362. OTP-Use of Video Games in Health Care Professional's Engagement with Deliberate Practice**

*4:55 pm to 5:20 pm*

*Muehlebach - Eisenhower*

Presenter(s): **Angela B. Samosorn**, *University of Wisconsin–Madison*

Health educators who attend will become familiar with Gee's game play principles, and their use in changing the way health professions engage in deliberate practice. By connecting the classic theory of novice to expert and the contemporary practice of video game play, attendees will have a better understanding of how the principles can merge with theory to move

the conversation forward when it comes to video game integration into health care curriculum.

**363. Presidential - AECT Foundation: Learn what it is and what it does for AECT and its members**

*4:55 pm to 6:00 pm*

*Muehlebach - Colonial Ballroom*

Presenter(s): **Christine K. Sorensen Irvine**, *University of Hawaii at Manoa*

Contributor(s): **Stephanie L. Moore**, *University of Virginia*

Did you know AECT has awarded graduate student scholarships since 1961? Do you know the genesis for the scholarship program? Did you know the intern program was established in 1974 to develop AECT leadership? Did you know more than a dozen AECT scholarships and awards are supported by the AECT Foundation? Come learn more about AECT's public nonprofit corporation dedicated to supporting your AECT organization. This will be an interactive session with audience participation.

**364. RTD-A New Series of Open Access Textbooks Republishing Classic Educational Technology Articles**

*4:55 pm to 5:20 pm*

*Muehlebach - Trianon E*

Presenter(s): **Hiram Brown**, *Brigham Young University*; **Sam Jackson**, *Brigham Young University*; **Trina Harding**, *Brigham Young University*; **Jiahui Zhang**, *Brigham Young University*; **Rick West**, *Brigham Young University*

For decades, *Educational Technology Magazine* has published theory, research, and practice-oriented articles that have frequently been at the forefront of classic discussions, trends, and debates of the field. While *Educational Technology* is no longer being published, these articles are still valuable summaries of key topics in our field. In this presentation, we will present two new open access books—the first in a series—that republish classic *Educational Technology* articles on narrative and creativity/innovation.

**365. RTD-Key Discursive Behaviors of ID Studio Learners**

*4:55 pm to 5:20 pm*

*Muehlebach - Trianon D*

Presenter(s): **Katherine L. Bevins**, *University of Tennessee*; **Craig D. Howard**, *The University of Tennessee Knoxville*

This presentation follows a group of studio learners through their production of key discursive behaviors that exemplify design learning. We surveyed an

amended body of research to determine what might exemplify the discourse of advanced beginners (Dorst, 2015). Then, we applied the taxonomy to five transcripts of learner interlanguage. This resulted in five exemplars of designerly talk: tools, precedent, aesthetics, tensions, and problem framing.

### 366. SICET-Recognition of Punctuation in voiced and unvoiced speech for iB-CET

4:55 pm to 5:20 pm

Marriott - Andy Kirk B

Presenter(s): **Jian-gang Liu**, School of Foreign Languages, Southeast University

My presentation is mainly concentrated on voiced and unvoiced speech which greatly influences the recognition of pronunciation in iB-CET. Punctuation can be detected through voiced or unvoiced speech so that iB-CET can automatically run, especially for oral test.

### 367. SMT-Multicultural Service Learning Technology Innovations: Preparing Undergraduate Education Majors Using the SAMR Model

4:55 pm to 5:20 pm

Muehlebach - Hoover

Presenter(s): **Kristina M Howlett**, University of Arkansas; **Jonathan Allred**, University of Arkansas; **Dennis Beck**, University of Arkansas

Contributor(s): **Anita Rao Mysore**, Indus Training and Research Institute

This session will discuss the mixed-methods research design of a service learning technology innovation project preparing 23 education majors and teacher candidates with practice using the SAMR Model with elementary English language learners. Data were collected through pre and post surveys with 22 response questions and final reflective papers describing the students' perceptions of the SAMR Model. Results of the SAMR Model integration, including the pre- and post-survey results, will be shared.

### 368. STC-Approach to Teaching Students to Design Social Networking Sites

4:55 pm to 5:20 pm

Muehlebach - Burgundy

Presenters: **Hoyet Hemphill**, Western Illinois University; **Leaunda Hemphill**, Western Illinois University

This paper outlines an instructional systems approach to teach students to develop online social networking sites (SNS). Strategies were provided in selecting credible, information for inclusion in their SNS and sequenced instructions for using a wide range of

resources. Discussion will also focus on a systems approach to introducing students to using their peer-to-peer blogs to critique others' SNSs, acquire relevant information, improve their layout and design, and expand their resource base.

### 369. CLT-Predicting Computational Thinking Assessment Scores: What Are the Important Factors in Play?

5:35 pm to 6:00 pm

Muehlebach - Wilson

Presenter(s): **Feiya Luo**, University of Florida

In this study, a stepwise and a simultaneous regression analyses were done to dig deeper into the correlations among various parent and student factors and students' computational thinking assessment score. With a sample size of 244, frequency of computer use at home was found to be one of the statistically significant predictors of students' computational thinking assessment scores. Discussions were included.

### 370. D&D-Developing Video-based Instructional Modules on Students' Functional Reasoning: Initial Design Lessons Learned

5:35 pm to 6:00 pm

Muehlebach - Trianon B

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

Preservice mathematics teachers need help recognizing what mathematical thinking looks like and how to respond to students' mathematical ideas. Building upon research on video cases, we developed a series of video-based online modules. In this session, we will describe how we developed these modules as well as the design experiments we conducted on the modules in authentic contexts. We will conclude by describing our initial design lessons learned and our next series of design experiments.

### 371. D&D-How Success vs Failure Cases Support Knowledge Construction in Collaborative Problem Solving

5:35 pm to 6:00 pm

Muehlebach - Trianon A

Presenters: **Andrew Tawfik**, University of Memphis; **Maureen Hogan**, Northern Illinois University

Contributors: **Kyung Kim**, **Fortunata Msilu**, Northern Illinois University; **C. Wayne Keene**, University of Missouri

Few studies have explored how the type of experience depicted in a case library (success, failure) support collaboration in online learning. To address this gap, this study explored how the presence of success vs. failure case libraries support collaborative problem solving. Results found no differences between conditions for problem space. However, results found that the failure group outperformed the success condition in terms of conceptual space, knowledge construction convergence, and social network interaction.

**372. DDL-Online students' attitudes towards cooperative learning in a long-term group project**

5:35 pm to 6:00 pm

Marriott - Julia Lee B

Presenter(s): **Daisyane Barreto**, University of North Carolina Wilmington; **Beth Oyarzun**, UNCC; **Sheri Anderson Conklin**, UNC Wilmington  
There is little research on long-term cooperative learning projects in the online learning context. This study incorporates a long-term cooperative learning project based on social interdependence theory (SIT) into three asynchronous online courses at two different higher education institutions. SIT components are positive interdependence, individual accountability, promotive interaction, social skill, and group processing. Students attitudes toward online cooperative learning are measured in addition to an analysis of student cooperative techniques.

**373. DDL-The Community of Inquiry Instrument: A Review of the Research, Extension, and Implications for Practice**

5:35 pm to 6:00 pm

Marriott - Julia Lee A

Presenter(s): **Ana Redstone**, Old Dominion University; **Tian Luo**, Old Dominion University

Contributor(s): **Jill Stefaniak**, Old Dominion University  
The goal in developing the community of inquiry instrument was to improve learning for all- including those in blended and online environments. The framework has been used and adapted by researchers worldwide. Many studies have been conducted using the CoI instrument, but there has been no examination of how the instrument is being used and what its uses reveal. This session explores the findings and discussions that have emerged from studies using the instrument.

**374. D&D-Preparing K-12 Students Concepts of Computational Thinking through a Role-playing Game**

5:35 pm to 6:00 pm

Muehlebach - Trianon C

Presenter(s): **Xinhao Xu**, University of Missouri-Columbia  
Contributor(s): **Dan Huang**, University of Missouri-Columbia; **Jiahe Li**, University of Missouri - Columbia  
We propose an exploratory study on preparing third and fourth grade students concepts of computational thinking (CT) using a customly designed role-playing interactive game. The game features children-friendly storylines, real-time interactions, and stealth learning mechanisms. Ten fifth grade students will play the game for 30 minutes twice a week for three consecutive weeks. We will report the learning effects regarding CT, and analyze the in-game behaviors of the students. Study results are expected to serve as pilot data for our future projects.

**375. OTP-Student Perceptions and Learning after a Cognitive Load-Based Intervention to Reduce Multitasking Behaviors**

5:35 pm to 6:00 pm

Muehlebach - Eisenhower

Presenter(s): **Jessica Dawn Tsotsoros**, University of Oklahoma Health Sciences Center; **Penny Thompson**, Oklahoma State University  
Digital Multitasking has become an everyday practice, but how does it affect learning in higher education? This study explored the use of an intervention to help graduate students maintain attention during a lecture course. Students were provided with an educational session on the detriments of multitasking and a website-blocker to use during lecture. Come to this session to learn the results and student perceptions of how instructors can improve lecture to engage students.

**376. RTD-An experimental study on the effectiveness of three-dimensional images for vocabulary learning**

5:35 pm to 6:00 pm

Muehlebach - Trianon E

Presenter(s): **Regina Kaplan-Rakowski**, Independent Researcher  
Contributor(s): **Tomasz Wojdowski**, The School of Banking and Management in Cracow  
Stereoscopic 3D (S3D) images provide a technologically-enhanced perception of depth, which makes them appear to be 3D. This presentation will report on an experimental, quantitative, within-subjects study (N=375) testing the effectiveness of S3D images, compared to 2D images, for foreign language vocabulary recall. The results of paired t-tests revealed

that S3D images are associated with significantly lower scores on vocabulary recall tests. These findings have implications for instruction using virtual reality-based learning environments.

**377. RTD-Student Agency in Flipped Classroom: The More the Better?**

5:35 pm to 6:00 pm

*Muehlebach - Trianon D*

Presenter(s): **Heng Luo**, Central China Normal University

Contributor(s): **Tingting Yang**, Central China Normal University; **Mingzhang Zuo**, Central China Normal University

This proposal reports a Category 1 Completed Study on student agency in flipped classroom. A repeated-measures experiment was conducted to compare the effects of three levels of student agency in a flipped course to prescribe the optimal level of student agency for flipped instruction. The empirical results revealed that more student agency did not lead to better learning, as low level of student agency appeared to induce superior performance and evaluation ratings from the students.

**378. SICET-Pre-Service Teachers' Interdisciplinary Self-efficacy in Technology Integration Design Teams**

5:35 pm to 6:00 pm

*Marriott - Andy Kirk B*

Presenter(s): **Xiaojun Chen**, St. John's University

The purpose of this study is to examine pre-service teachers' self-efficacy in participating in project-based learning teams. More specifically, this study focuses on student teachers working in interdisciplinary teams to design and teach lessons for K-12 students. There is a national-increased interest in interdisciplinary approach in K-12 teaching (National Academy of Sciences, 2007), especially in the STEM fields.

This study helps gain a better understanding of how engaging in interdisciplinary design teams impacts student teachers' self-efficacy, and how the experiences impact student teachers' understanding of teaching.

Fourty nine pre-service teachers took part in the study. A statistically significant positive change was reported in their pre and post self-efficacy in interdisciplinary design teams. Participating in interdisciplinary design teams strengthened pre-service' teachers understanding of students' success and broadened their pedagogical awareness for future teaching. The findings of the study can contribute to the field with pedagogical implications to better prepare pre-service teachers for future teaching and technology integration practices.

**379. SMT-The Influence of 3D Printing Integration on Students' Attitudes to STEM and 21st Century Learning**

5:35 pm to 6:00 pm

*Muehlebach - Hoover*

Presenter(s): **Li Cheng**, University of Florida

Contributor(s): **Wenjing Luo**, University of Florida; **Pavlo Antonenko**, University of Florida; **Claudia Grant**, University of Florida; **Bruce MacFadden**, University of Florida

Our study aimed to investigate the influence of 3D printing technology in the context of learning and practicing paleontology on secondary students' attitudes to STEM and 21st Century learning. Pretest and posttest data were collected using the previously validated S-STEM survey. Students had varied attitudes to math before implementing the activities and students' math attitudes improved with the integration of 3D printing technology, especially for students who initially had lower math attitudes.

**380. STC-System Factors in Improving Continuing Enrollment in Online Learning Courses**

5:35 pm to 6:00 pm

*Muehlebach - Burgundy*

Presenter(s): **Hoyet Hemphill**, **Leaunda Hemphill**, Western Illinois University

This literature review draws from a commissioned literature review for the Western Illinois University's (WIU) Distance Subcommittee. The paper will summarize the findings of the review of critical success factors in online learning, with particular attention to those system factors that impact online student's persistence and continuation in online courses. We will discuss factors that are internal and external to the student. These system factors can collectively contribute to the online student's success.

**381. TED-Developing Pre-service Elementary Teachers' Mathematical TPCK through Geometry and Measurement Explorations**

5:35 pm to 6:00 pm

*Marriott - Andy Kirk A*

Presenter(s): **Alan Buss**, University of Wyoming

Pre-service elementary teachers engaged in open-ended, technology-enriched mathematical explorations as they learned about geometry and measurement/data standards, content, and pedagogical practices. Results from a participant survey will be presented, focusing on their statements regarding: a) specific concepts and mathematical practices which were better understood; b) roles the technologies played in furthering

mathematical understandings; and c) possibilities for leveraging the technologies to enhance all K-6 students' learning when in their future classrooms.

**382. D&D-Awardee Presentations**

*6:15 pm to 7:45 pm*

*Muehlebach - Truman B*

**383. DELT-Immersive Learning Awards Reception**

*6:15 pm to 7:30 pm*

*Muehlebach - Rendezvous*

**384. INTL-International Division: Annual Silent Auction & Dinner Buffet (preregistration only)**

*6:15 pm to 7:30 pm*

*Muehlebach - Barney Allis Lobby*

**385. Four Corners University Reception**

*7:00 pm to 9:00 pm*

*Muehlebach - Truman A*

Come connect and reconnect with colleagues at a reception joint hosted by Arizona State University, Brigham Young University, University of New Mexico, and Utah State University. All are welcome, light hors d'oeuvres and a cash bar provided.

**386. Fun: "Unplugged" Jam Session**

*7:30 pm to 9:00 pm*

*Muehlebach - Lobby Bar - Pit Stop*

Chair:

*Anthony A. Pina, Sullivan University System*

Come and unwind with us at AECT's second informal acoustic "jam session." We invite all musicians (or those who just love music) to join us and play along, sing along or just listen and enjoy. All styles, genres and proficiency levels are welcome. Can't fit an instrument with your luggage? Not to worry...we will bring extras!

**387. INTL-International Division: Annual Live Auction**

*7:30 pm to 10:00 pm*

*Muehlebach - Barney Allis Lobby*

**388. Fun: Walk/Run**

7:00 am to 8:00 am

*Muehlebach - Wyandotte St Lobby*Chair: **Jason Siko**, *Madonna University*

Check out Kansas City on foot.....join us for the 9th annual AECT fun run! We will be running 5-10k (distance dependent on runners preferences) around the neighborhood. All paces and walkers welcome. Meet at the Muehlebach Wyandotte Street Lobby exit.

**389. Intern Meeting - 3 Friday**

7:00 am to 7:40 am

*Muehlebach - Taft*Chair: **Megan Conners Murtaugh**, *Independent Consultant***390. Journal of Formative Design in Learning Board**

7:00 am to 8:00 am

*Muehlebach - Trianon E*Chair: **Robert F Kenny**, *Florida Gulf Coast University***391. Committee: Leadership Development**

7:45 am to 8:45 am

*Muehlebach - Imperial Ballroom***392. AECT Foundation Board of Trustees Meeting II**

8:00 am to 10:30 am

*Muehlebach - Taft*Chair: **Chris Miller**, *Morehead State University***393. AECT-Enabling and Enhancing Higher Education Administrative and Service Tasks with Technology**

9:00 am to 10:05 am

*Marriott - Julia Lee B*

Presenter(s): **Susan Stansberry**, Oklahoma State University; **Alison Carr-Chellman**, University of Idaho; **Marcus Childress**, Baker University; **Charles Hodges**, Georgia Southern University; **Cheryl Murphy**, University of Arkansas

This panel will share how their background knowledge and skills in the field of educational technology have shaped day-to-day practices in their roles as university administrators and faculty members conducting committee service. Specific examples to be discussed include using telepresence robots and videoconferencing software across multi-campus university systems, data visualization software for decision making, online communities for mentoring faculty and students, gamification of onboarding adjuncts and graduate teaching assistants, digital tenure

and promotion systems, social media strategies, and other practices.

**394. AECT "Pit Stop" Hospitality - Friday**

9:00 am to 6:00 pm

*Muehlebach - Lobby Bar - Pit Stop*

AECT wishes to welcome all our members and guests to the 2018 Convention! The Pit Stop is a chance to re-fuel, change your tires, and get needed quick repairs. This conference is a chance for that same re-charge of your professional development! First Timers, Retired Members, International Members, Graduate Students, and ALL attendees... We will also have a few charging stations available in the Pit Stop to plug-in and re-charge your mobile devices to keep you up and running! Please use the Pit Stop as a space to gather anytime during the conference to meet new colleagues, greet old friends, or just connect with others! Hours are Wednesday through Friday, 9am-4pm.

**395. CLT-Interpreting Value in a Diverse Online Program in the Caribbean**

9:00 am to 9:25 am

*Muehlebach - Hoover*Presenter(s): **Laura E Gray**, University of the West IndiesContributor(s): **Camille Dickson-Deane**, University of Melbourne; **LeRoy Hill**, University of Southern Caribbean

The researchers present a conceptual framework to guide learner's participation in an online course. The framework intends to encourage a value system for learners that can guide their knowledge and performance using Elmore's mode of leadership, Bourdieu's theory of habitus and Hofstede's cultural dimensions theory. The framework is tested with reflective statements from learners as a way to ensure that individualistic and social tenets are included and acknowledged in the intended learning design.

**396. CLT-Technology for Parents of Children with Autism Spectrum Disorder**

9:00 am to 9:25 am

*Muehlebach - Wilson*Presenter(s): **Fethi A. Inan**, **Okan Arslan**, Texas Tech University; **Fatih Ari**, University of South CarolinaContributor(s): **David Newton**, Texas Tech University; **Keith Jones**, Texas Tech University; **Amani Zaier**, Texas Tech University; **Sherry Sancibrian**, Texas Tech University Health Sciences Center



The purpose of this presentation is to explore technological needs of parents of children with Autism Spectrum Disorder (ASD). Initially, surveys will be distributed to families of children with ASD. Following the surveys, interviews with the parents will be conducted to explore families' perception, attitudes, knowledge, and skills regarding the technology used for their child's education.

### 397. D&D-A Pilot Study of Using Games to Improve Fraction Conceptual Knowledge

9:00 am to 9:25 am

Muehlebach - Trianon B

Presenter(s): **Lu Zhang**, Peking University

Contributor(s): **Qinmu Peng**, School of Electronic Information and Communications, Huazhong University of Science and Technology

With the advent of mobile techniques, well-designed fraction games can be used to help children gain fraction knowledge. The present study adopted a quasi-experimental design to investigate whether game-based fraction learning can effectively improve children's conceptual fraction learning.

### 398. D&D-Design Considerations for Bridging the Gap Between Pedagogy and Practice

9:00 am to 10:05 am

Muehlebach - Lido

Presenter(s): **Rebecca M. Reese**, Colorado School of Mines; **Penny Ralston-Berg**, Penn State World Campus; **Albert Dieter Ritzhaupt**, University of Florida; **Jessica Resig**, The Pennsylvania State University; **Jason K McDonald**, Brigham Young University

Contributor(s): **Jill Stefaniak**, Old Dominion University Faculty and practitioners from 6 instructional design programs have collaborated to discuss ways in which we need to adjust classroom instruction to meet the demands of real-world instructional design needs. All panelists have instructional design experience in industry and higher education and hold advanced degrees in the field. The panel will discuss the challenges that many IDs face on the job and identify strategies to mitigate the challenges students face entering the workforce.

### 399. DDL-Analyzing Diverse Online Learning Collaborations with Learning Analytics

9:00 am to 10:05 am

Muehlebach - Truman A

Presenter(s): **Charlotte N. Gunawardena**, **Nick V. Flor**, **Damien Sanchez**, University of New Mexico

As diverse learners engage in online collaborations, how do their interactions and group dynamics contribute to learning, specifically social construction of knowledge? Learning analytics and social network analysis have provided means to analyze large sets of data from online collaborations. This research demonstrates how these two quantitative analysis methods can overcome the limitations of qualitative interaction analysis alone, and how when used in conjunction with qualitative interaction analysis provides a holistic view of collaborative learning.

### 400. DDL-How Do Faculty Do It? Mentoring Online Doctoral Students in Research Experiences: A Pilot Study

9:00 am to 9:25 am

Marriott - Andy Kirk B

Presenter(s): **Lida J Uribe-Flórez**, Boise State University; **Jesus Trespalacios**, Boise State University

Contributor(s): **Jodi Chilson**, Boise State University; **David James Byrnes Jr.**, Boise State University

Despite the increase in online doctoral programs, there is little research on mentoring online doctoral students, especially on research activities. To address this gap in the literature, we used the graduate mentoring framework in Crawford et al. (2014) to identify strategies used by mentors to develop a survey, which we implemented on a small target population. By analyzing data collected from this survey, we found that communication and availability are the most important strategies used by mentors, and time is the main challenge for the mentoring process. In addition, we found that faculty has received little preparation on mentoring.

### 401. DDL-Understanding how video interaction data predicts academic performance: A preliminary study

9:00 am to 9:25 am

Marriott - Julia Lee A

Presenter(s): **Hale Ilgaz**, Ankara University

Contributor(s): **Mehmet Kokoc**, Karadeniz Technical University; **Arif Altun**, Hacettepe University

Video lecture is one of the most preferred learning resources in e-learning environments. Limited studies have investigated how video interaction data had an impact on learning performances. There is a gap in research pertaining to the relation between video interaction data and learning performance in real learning context. The purpose of this preliminary study is to explore how video interaction data of learners predict their learning performance.

**402. DDL-What affected students' cognitive achievement in online Team-based Learning?**

9:00 am to 9:25 am

Marriott - Andy Kirk A

Presenters: **Shenghua Zha, Pamela R. Moore**, University of South Alabama

Contributor(s): **Jennifer Fetner, Yolany Lagos Ortiz**, University of South Alabama

In the past fall, we conducted a Team-based Learning (TBL) study in two sessions of an undergraduate technology course in a Southern university at U.S.. Our findings showed that online students' positive learning behavior and their preference to learn with others improved their LOT learning. But students' group conformity negatively affected students' LOT learning. There was no significant relationship between those four factors and students' HOT learning.

**403. D&D-Mobile learning experiences for individuals with disabilities: Design approaches and implications for research and practice**

9:00 am to 10:05 am

Muehlebach - Trianon C

Presenter(s): **Matthew Schmidt**, University of Cincinnati

In this presentation, technological and design literacies required of instructional designers to create effective mobile learning for individuals with disabilities will be discussed. Considering issues of user experience and technological flexibility, I will highlight lessons learned from my own applied research and development at a large Midwestern children's hospital focusing on learners with traumatic brain disorders and epilepsy. Presentation attendees will gain insights regarding implications for their own research and practice and have opportunities to engage in discussion around the presentation themes.

**404. DELT-The Social, Health, and Psychological Impact of Video Games on Young Children**

9:00 am to 9:25 am

Muehlebach - Nixon

Presenter(s): **Sara Alotibi**, Umm al-Qura University; **Ali Alshammari**, Purdue University

Recently, the World Health Organization has made "gaming disorder" a recognized disease. This event requires more investigation due to the inconsistent results in the literature about the negative and positive effects of video games on children. This study explores the roles that video games play on children from parents and educators perspectives. The results indicate that parents and educators have mixed beliefs about

the effects of video games on children's physical, emotional and intellectual health.

**405. Featured Research-Using Educational Technology to Support Project-based Learning in a STEM + Computing Curriculum**

9:00 am to 10:05 am

Muehlebach - Eisenhower

Presenter(s): **Dazhi Yang**, Boise State University; **Yu-Hui Ching**, Boise State University; **Ikseon Choi**, The University of Georgia

Contributor(s): **Youngkyun Baek**, Boise State University; **Sasha Wang**, Boise State University; **Steve Swanson**, Boise State University; **Bhaskar Chittoori**, Boise State University

This study describes the design of a project-based, STEM+ Computing curriculum that is supported by technology for elementary school students. A STEM+ Computing curriculum requires students to learn and apply the knowledge of STEM disciplines and computational thinking skills to solve problems. This study showcases the use of various technology utilized in a STEM + Computing curriculum and student reactions to the technology-supported learning process guided by a project-based learning approach.

**406. GSA-Common Interview Questions and How to Answer Them**

9:00 am to 10:05 am

Muehlebach - Roosevelt

Presenter(s): **Mark Jones**, East Central University; **Lisa Yamagata-Lynch**, University of Tennessee; **Sylvia Elaine Rogers**, Auburn University; **Cat Jackson**, University of Oklahoma

Are you soon to be on the job market? Not sure how to navigate the world of finding a job in academia? This session is dedicated to going over the most common interview questions in academia and how to answer them articulately. There will be a discussion by the panelists and a Q & A from the audience. Tweet your questions @gsa\_aect up to an hour before the session and we will try to fit as many as we can in!

**407. INTL-International Students in Search of a Job: Strategies to Manage the Good, Bad, and In-Between**

9:00 am to 10:05 am

Muehlebach - Tea Room

Presenter(s): **Danilo M. Baylen**, University of West Georgia; **Jin Mao**, Wilkes University; **Briju Thankachan**, Ohio University

Contributor: **Kei Tomita**, Indiana University Bloomington

This panel discussion session brings together a mixture of faculty, staff and other professionals in instructional technology who were former international students in American universities. The panelists will describe and discuss critical experiences and strategies that helped them manage their job search experiences -- good, bad or in-between. In addition, they will address the challenges of building a strong curriculum vitae as well as successful campus interviewing and professional networking.

### 408. Jenny K. Johnson International Hospitality Center - Friday

9:00 am to 4:00 pm

Muehlebach - Lobby Bar - International

Facilitators:

**Briju Thankachan**, Ohio University

**Szu-Yueh Justine Chien**, University of Wisconsin-Extension

An oasis of friendly smiles and warm hellos. A place for quiet time, connecting with colleagues/friends, and resting weary feet in familiar surroundings. Yes, this is the JKJ Hospitality space - for you and a hundred more of your international friends - ensuring you have a productive and fun AECT experience. Come check out the “Dr. Is In” & “Stories from Home” events! So stop by, grab a chair or join a table! We are looking forward to seeing you here!

### 409. [NR]D&D-A 1:1 Academy School- From Rollout to Success

9:00 am to 9:25 am

Muehlebach - Trianon A

Contributor(s): **Josh Rayburn**, Frederick Douglass High School  
Is a school going 1:1 with Chromebooks? This presentation will discuss what went into the planning for all students to receive a Chromebook, the rollout plan to teachers and students, the plan for teachers to implement chromebooks into their classroom, and wrapping up with how this technology helps students achieve success.

### 410. OTP-Organization Diversity: Reaching All Diverse Learners

9:00 am to 10:05 am

Muehlebach - Burgundy

Presenter(s): **Ashley McArthur**, University of West Florida;  
**Nancy B. Hastings**, University of West Florida  
As our definition of diversity and our diverse workforce expand, workplaces must update their practices to meet the needs of diverse populations and provide learning for all. This session provides a

summary of a case study in which specific strategies and tactics proved effective in meeting the needs of all learners. Specific strategies and tactics combined with a framework that facilitates the implementation of a culture of diversity understanding assists organizations in reaching all learners.

### 411. Presidential - Defining and describing learning: A World Café guided discussion

9:00 am to 10:45 am

Muehlebach - Colonial Ballroom

Presenter(s): **Brad Hokanson**, University of Minnesota;  
**Phillip Harris**, AECT Executive Director

This session will provide the opportunity to meet, engage, and connect with others on a topic of interest, the nature of learning. Using a World Café discussion format, the participants converse in small groups in response to a series of guided questions, which are later summarized for the whole group. As educators, we understand the power of reflection for our students, but seldom take time to reflect on our own practice. This discussion will be both reflective and engaging.

### 412. RTD-Cyborg Methods: The Benefits of Mixing Human and Machine Coding

9:00 am to 9:25 am

Muehlebach - Trianon D

Presenter(s): **K. Bret Staudt Willet**, Michigan State University

Researchers have employed a variety of methods to study educational uses of Twitter, but rarely have they combined machine coding of large datasets with human coding in content analysis. I describe three of my current research projects that exemplify the benefits of “thickening” digital trace data: studying phenomena at scale balanced with checks on initial assumptions. Part human, part machine, greater than the sum of the parts—what I call “cyborg methods.”

### 413. RTD-Learning to become a Researcher: Perspectives of Instructional Design and Technology Graduate Students

9:00 am to 9:25 am

Muehlebach - Trianon E

Presenter(s): **Lauren Bagdy**, Florida State University;  
**Ginny L. Smith**, The Florida State University

Contributor(s): **James Klein**, Florida State University  
This session will discuss the third phase of a study examining the research skills and knowledge of Instructional Design and Technology (IDT) graduate students. The primary research questions are: How

is research currently being taught to IDT graduate students? What research methods and processes are being covered in IDT graduate courses? Findings from this study will provide implications for the design and delivery of instruction on research to graduate students in the field.

#### **414. SMT-The Role of the Library in Supporting Inquiry-Based Learning and Next Generation Science Standards**

9:00 am to 10:05 am

*Muehlebach - Truman B*

Presenter(s): **Andrew Tawfik**, University of Memphis; **Bruce Robert DuBoff**, School Media & Technology; **Tonia A. Dousay**, University of Idaho; **Kenneth Haggerty**, University of Memphis; **Stephanie Shipley**, University of Memphis

Contributor(s): **Kristin Brynteson**, Northern Illinois University

Schools are increasingly tasked with implementation of Next Generation Science Standards. As such, there has been a rise in teachers utilization of inquiry-based learning (IBL). The intersection of NGSS and inquiry-based learning also coincides with recent discourse about the library's role in K-12 education; however, these conversations are often siloed. This proposed panel seeks to discuss assemble diverse scholars to address the questions, challenges and future directions as librarians and educators seek to effectively support and NGSS and IBL.

#### **415. TED-Roundtable/Poster Session**

9:00 am to 10:05 am

*Muehlebach - Royal Exhibit Hall*

##### **TED-Course Designs of Teachers with Project-Based Learning in Teaching Computer Science**

Presenter(s): **Filiz Mumcu**, *Manisa Celal Bayar University*

Contributor(s): **Nilufer ATMAN USLU**, *Manisa Celal Bayar University*

A study is planned for teachers to design computer science instruction with project based learning. Teachers have made course designs that they can use in teaching visual and robotic programming. These designs have been analyzed in terms of project-based learning approach elements. Sixty teachers participated in this study. The study was conducted in two phases; theoretical and practical. It was seen that more than half of the 12 designs were pedagogically sufficient.

##### **TED-Effectively Engaging Preservice Teachers with Google for Education**

Presenter(s): **D. Matthew Boyer**, *Clemson University*

Contributor(s): **Ryan D Visser**, *Clemson University*

In this roundtable, we invite participants to discuss our efforts to better prepare preservice Teacher Education students to integrate technology into their professional lives in authentic and useful ways. Our work is focused on Google for Education resources, but our roundtable discussion does not need to do the same. Join us for a productive conversation.

#### **TED-From Intentions to Practice: Exploring Preservice Teachers Use of Web 2.0 Tools for 21st Century Skills**

Presenter(s): **Ayesha Sadaf**, *University of North Carolina Charlotte*

This presentation will share the study exploring pre-service teachers' intentions to use Web 2.0 tools in their future classrooms during the teacher education course and their ability to carry out their intentions into actual practice during student teaching. Frameworks for 21st century skills and competences were used as the theoretical framework to analyze data. Findings and implications for teacher educators who are preparing pre-service teachers to use Web 2.0 tools for 21st century skills will be discussed.

#### **TED-Preparing at the Speed of Light for Online Facilitation**

Presenter(s): **Amy Marie Grincewicz**, *Kent State University*; **Linda L. Campion**, *East Carolina University*

Mindful Learning Practice (Glick & Aviram, 2011) may be the key to developing contingent faculty more rapidly; orienting them to teaching in the online learning environment. The incorporation of online learning programs within higher education has led to an increase in the hiring of contingent faculty. Many contingents may receive their teaching assignments shortly before the start of an academic term sometimes teaching a course they did not develop. Training opportunities need to be designed to assist contingents with preparation in this unfamiliar territory.

#### **TED-Preparing Teachers for Scientific Modeling Instruction Using Coding**

Presenter(s): **Lucas Vasconcelos**, *University of Georgia*  
Contributor(s): **ChanMin Kim**

One of the goals in science education is to help students construct models of scientific phenomena. However, research shows that many K-12 teachers have limited knowledge and experience with scientific modeling instruction. We present guidelines for preparing teachers to teach scientific modeling using block-based coding. When using block-based coding to simulate scientific phenomena, one externalizes scientific models.

## **TED-Teacher Value Beliefs of Integrating Digital**

### **Literacy in K-12 Classrooms**

Presenter: *Ayesha Sadaf, University of North Carolina Charlotte*

This study explored teachers' value beliefs of integrating digital literacy into their classrooms. Data were collected from online survey and online discussions. Findings suggest that teachers' value beliefs are influenced by increasing student motivation and engagement in their classrooms, modernizing the curriculum to make it relevant to the students, and building students' ability to be thoughtful "readers" and interpreters of media messages. Implications to better personalize teachers' professional preparation to support digital literacy integration will be discussed.

## **TED-The Role of Teacher Education Programs in Preparing Pre-Service Teachers for Online Teaching Environments**

Presenters: *Kathy Essmiller, Oklahoma State University; Tutaleni I. Asino, Oklahoma State University; Frances Alvarado-Albertorio, Oklahoma State University; Thanh Do, Oklahoma State University; Cathy Green, Sarinporn Chaivisit, Younglong Kim, Oklahoma State University*  
Contributor: *Wilmon Brown III, Oklahoma State University*

This project represents an investigation of research published regarding teacher preparation and identification of beneficial teacher dispositions for online teaching. We will describe our search strategies, facilitate a conversation about the role of teacher education programs in preparing pre-service teachers for online teaching, and share literature review results.

## **TED-Understanding teacher thinking and learning through teacher-created knowledge-products and transactions**

Presenter(s): *XIAOZHE YANG, Eastern China Normal University; Lin Lin, University on North Texas; XUE YANG, Shanghai International Studies University*  
Contributor(s): *Pei-Yu Cheng, Dept. of Engineering Science, National Cheng Kung University; Youqun Ren, the Institute of Curriculum and Instruction, East China Normal University, China.*

This study examined this question by setting up a system which allowed teachers to create, exhibit, and trade their knowledge products. A total of 508 teachers from one K-12 school created and traded their knowledge products while 1148 teachers participated in the knowledge product transactions during a three-day teacher learning event. Using social network analysis and interviews, we discovered that teachers who had longer teaching careers had more knowledge product transactions and that teachers who taught similar

subject areas communicated more with one another.

## **TED-Use of Role-Play Game for Preschoolers' STEM Learning**

Presenter(s): *Meimei Xu, University of Georgia*  
Early learning of science, technology, engineering and mathematics (STEM) is critical to preparing young children for better school achievement and later life. STEM teaching practices in preschools need improvement. In this presentation, a touch-screen role-play game and corresponding design guidelines are proposed for teaching STEM in preschool classrooms. Implications of the design guidelines for research and development are discussed.

## **TED-Use of Virtual Reality Technologies in Classrooms for Meaningful Learning Experiences**

Presenter: *Nari Kim, University of Wisconsin, Oshkosh*  
Virtual reality (VR) has the potential to play an important role in K-12 education today. One of the main challenges in using VR in learning environments is to properly design the framework for how VR will be incorporated to enhance meaningful learning experiences. This study is aimed to explore the use of VR technologies in K-12, discuss instructional strategies promoting meaningful VR learning experiences, and find the future direction of VR learning at school contexts.

## **TED-Using Robot Kits to Develop Elementary Teachers' Self-Efficacy to Teach Computing**

Presenters: *Stacie Mason, Rick West, Brigham Young University*

Computing skills are becoming essential, but many elementary teachers lack the confidence and competence to teach them. In this roundtable discussion, we will share findings from a professional development study in which we worked with elementary school teachers to develop and implement effective lesson plans using robots to meet specific learning objectives.

## **TED & SMT-Building a Multi-Disciplinary, Cross-Divisional Online Learning Space Repository**

Presenter(s): *Michele Stork, Florida Gulf Coast University*

Contributor(s): *Tracy Russo, Michigan State University; Paige Hale, Eastern Kentucky University*  
Although the two K-12 divisions of AECT partnered with one another in 2016 to create an online learning space repository, interest has increased beyond the original focus. In response, the founding members of the repository are shifting to a more multidisciplinary approach. The expanded goal is to create a committee to facilitate collaboration between all divisions of AECT in order to showcase a wide range of dynamic learning spaces.

**TED-A 1:1 Device University-Elementary School Partnership to Enhance Educational Technology Confidence among Teacher Candidates**

Presenter(s): *Gregory Francom, Northern State University*

Contributor(s): *Andria Moon, Northern State University*

This educational design research study features a 1:1 device university-elementary school partnership program. University faculty members worked closely with elementary teachers to provide technology-based learning experiences in addition to normal university course instruction, including iPad projects, educational makerspaces, and whole-class instruction with technology. Qualitative and quantitative findings indicate that the program increased TCs social outcome expectations and benefitted the elementary school by enhancing educational technology confidence among teachers.

**TED-Comparison Between Intended and Perceived Learning Outcomes Based on TPACK in A Technology Integration Course for Pre-service Teachers**

Presenter(s): *Yeol Huh, Emporia State University; Dabae Lee, Emporia State University; Jozenia Colorado-Resa, Emporia State University*

A technology course for pre-service teachers is designed based on TPACK framework. Instructors' perceptions of learning outcomes are compared with students' own perceptions through a survey study. The results show that TCK is the area in common which showed the most increase in development from the beginning to the end of the semester by both instructors and students. More emphasis on pedagogy and a pedagogical decision is needed to support their development in TPACK area.

**TED-Design of an Instrument Measuring P-12 Teachers' Cognitive Load and Intent to Adopt Technology**

Presenter(s): *Tara Lillian Dalinger, University of Central Oklahoma; Tutaleni I. Asino, Oklahoma State University*

For P-12 teachers to effectively learn a technology, they must manage the cognitive load inherent to this learning task. However, research has not investigated how P-12 teachers manage the cognitive load of learning technology or the influence of cognitive load on P-12 teachers' technology adoption decisions. This presentation will discuss the design of an instrument measuring the latent constructs of P-12 teachers' cognitive load experienced during technology professional development and their intent to adopt technology.

**TED-Developing Preservice Teachers' Technology-Integrated Design: Comparing a Problem-Centered Approach in Face-to-Face and Flipped Courses**

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

Researchers have noted the critical need for developing teachers as designers, especially as it relates to designing purposeful instruction with technology. This session will detail a problem-centered approach for developing preservice teachers' design of technology-integrated lessons and will compare the implementation and outcomes of this approach in face-to-face and flipped course sections. The results and implications of this study may be of interest to teacher educators and educational technology researchers.

**TED-Development of Elementary School Teachers' Competency Modeling for Educational Use of Mobile Technology and Educational Needs Analysis**

Presenter: *JIYEON LEE, Seoul National University*

Contributors: *Semin Kim, Seoul National University; Hyeongjong Han, Seoul National University; Yun Ji Kong, Seoul National University*

Interest in mobile device usage has been rising in the elementary school context. Since mobile technology has enabled learners to participate in learning actively, its importance in an educational context has grown vastly. However, the educational effectiveness of implementing these mobile technologies into an academic setting could vary with each teacher's competencies. This study aimed to explore the competencies that each elementary school teacher should possess in order to use mobile devices effectively and set the priority of needs.

**[NR]TED-Flipped Learning in Preservice Teachers Education**

Contributor(s): *Firat Sarsar, Ege University, Izmir, Turkey; Güner GÜLER, Master Student; Yusuf YILMAZ, Ins. Designer*

This one group quasi experimental design study aimed to investigate the attitudes of students' towards flipped learning classroom. There were twenty-seven participants who enrolled the course which was titled Information Technologies in Education. This computer laboratory based course designed for 14 weeks by adding online asynchronous learning environment. The initial results show that there is a significant difference between pre test and post test result which means students attitudes towards Flipped Classroom increased during the study.

**TED-Research on Important Factors to Improve TPACK for Pre-Service Teachers.**

Presenter(s): *Sungwoong Lee, Emporia State University; Jozenia Colorado-Resa, Emporia State University*

Contributor(s): *Kyunghwa Cho, Florida State University*  
 This study discusses important factors to enhance the effectiveness of TPACK proficiency from pre-service teacher technology experience, perceived technology proficiency, and the pre-service teachers' experience of TPACK in their curriculum in teaching and learning. Based on the results, the more the pre-service teachers' experience of TPACK by design or redesign the curriculum in a university has happened, the more they increase the perceived TPACK proficiency in teaching.

**[NR]TED-Using Technology Portfolio for Pre-Service Teachers' Technology Knowledge**

Contributor(s): *Erol Uzan, Indiana University*  
 The purpose of this poster session is to share examples of six senior-year secondary PSTs' work and discuss the theoretical frameworks used to identify the types of technological tools PSTs select for their technology portfolio in order to explore their TK. Implications for teacher education will be discussed by responding to the question of "How can teachers' knowledge for teaching with technologies be developed and transformed through pre-service learning experiences?"

**TED-Virtual schools' recruitment practices: An analysis of virtual school commercials**

Presenter(s): *Dennis Beck, University of Arkansas; Jonathan Allred, University of Arkansas*  
 Contributor(s): *Christian Goering, University of Arkansas; Seth French, University of Arkansas*  
 Virtual schools (VS) are a growing phenomenon in K-12 education. Unfortunately, little is known about their recruitment and enrollment practices. To understand how VS have such different racial, socioeconomic and special education student representation than traditional public schools, we investigated the multiple messages and interpretations of virtual school advertisements, employing methods innate to the field of cultural studies. Preliminary results show that VS intend to recruit students of a particular type.

**416. CLT-Reconceptualizing the Online Community of Inquiry: A Shared Responsibility between the Instructor and Students**

9:40 am to 10:05 am  
 Muehlebach - Hoover

Presenter(s): *YU-HUI CHANG, University of Minnesota*  
 Contributor(s): *Fan Ouyang, University of Minnesota; Tianhui Huang, Fudan University; Cassandra Scharber, University of Minnesota*  
 This study took the community of inquiry framework as a starting point to investigate shared responsibilities between the instructor and students within online

discussions. Preliminary results showed the instructor and students played as co-facilitators of learning, co-learners of knowledge inquiry, and co-creators of a supportive environment. Based on the results, this study proposed theoretical groundings about instructor and learner agency in online learning, and practical strategies for fostering online communities of inquiry.

**417. CLT-Redefining "IT" in Faculty Professional Development: Instructional Technology Meets Inclusive Teaching**

9:40 am to 10:05 am  
 Muehlebach - Wilson

Presenter(s): *Hillary Kaplowitz, California State University, Northridge; Jannath Ghaznavi, California State University, Northridge*

Contributor(s): *Krishna Narayanamurti, California State University, Northridge; Janett Silvers, California State University Los Angeles; Kristy Michaud, California State University, Northridge; Whitney Scott, California State University, Northridge; Tim Aguirre, California State University, Northridge; Hannah Marie Luna, California State University Northridge*

This presentation will share the recent evolution of our faculty professional development program, the eLearning Institute. The key to the success of this program has been the emphasis on technology-use informed by pedagogy, and new this year was the call to integrate inclusive teaching practices. Learn how we worked with other campus experts to redesign the content and structure of our existing training material, including some evidence-based strategies to promote retention among traditionally underserved populations.

**418. D&D-Development of an Assessment Instrument for Virtual Patient Simulation**

9:40 am to 10:05 am  
 Muehlebach - Trianon B

Presenter(s): *Sun Kim, Chonnam National University; Jeeheon Ryu, College of Education, Chonnam National University Gwangju, South Korea*

The purpose of this study was to identify a number of virtual patient assessment factors. Through the factors to be extracted during the study, a method for designing effective virtual patients, which replicate real patients, will be provided.

**419. D&D-Empowering Youth at Risk for Autonomous Learning**

9:40 am to 10:05 am  
 Muehlebach - Trianon A

Presenter: *Eunbae Lee, The Catholic University of Korea*

This presentation reports an empirical study conducted to measure the effectiveness of a technology-enabled learning system for youth-at-risk. Over 100 participants in a second-chance high school completed self-paced learning modules and produced videos collaboratively with peers. Attendees will learn about the design, development, implementation, and evaluation of Learner Power, review the study's results, discuss the strategies of self-directed learning to foster lifelong learning skills for youths at risk.

**420. DDL-Data Rules Everything Around Us: Leveraging Educational Data Mining on MOOC Discussion Forums**

9:40 am to 10:05 am

Marriott - Julia Lee A

Presenter(s): **Rob Moore**, University of North Carolina Charlotte

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

In this presentation, the researcher outlines how educational data mining techniques were used to analyze discussion forum posts from six HarvardX MOOCs. In the analysis of 57,650 discussion posts, no evidence was found that self-paced students had higher average cognitive processing scores than those in instructor-paced courses; there was some evidence that self-paced students wrote longer (in terms of word count) posts, and strong evidence that longer posts feature higher levels of cognitive processing.

**421. DDL-Practitioners' Perspectives on Using Telepresence Robots for Remote Learning Experiences in Interesting Places**

9:40 am to 10:05 am

Marriott - Andy Kirk B

Presenter(s): **William Cain**, Michigan State University

Contributor(s): **John Bell**, Michigan State University

This session presents results from the exploratory phase of an iterative, design-based project to use telepresence robots for remote, informal learning experiences in interesting places (e.g. museums and science facilities). Qualitative analysis shows that subjects' (museum professionals and teachers) first-hand experiences improved their understanding of the affordances and constraints of telepresence robots and served as a catalyst for both practical and creative design ideas for using the devices at their institutions.

**422. DDL-Students' Perceptions on Learning Digital Literacy Online in a Leadership Program**

9:40 am to 10:05 am

Marriott - Andy Kirk A

Presenter(s): **Hua Bai**, Northeastern Illinois University

This session presents a study that examined the students' perceptions on taking a digital literacy class online and its effects on the development of leadership skills in relation to the use of technology. In general, the participants tended to be satisfied with this online class. Their perceptions on different types of interactions will be discussed. The participants tended to perceive that this class was effective in developing their knowledge and skills in using technology to enact leadership practice.

**423. DELT-Use of an Sustained, Ongoing Focus Group to Design a Virtual Classroom, Interactive Child Avatars, and Teacher Training Scenario**

9:40 am to 10:05 am

Muehlebach - Nixon

Presenter(s): **Ginger S Watson**, University of Virginia

Contributor(s): **Peggy Hester**, Old Dominion University; **Lisa Morin**, Old Dominion University; **Sabra Gear**, Old Dominion University; **Yiannis Papelis**, Virginia Modeling, Analysis and Simulation Center

This session will present the implementation and evaluation of a sustained focus group consisting of preschool teachers, preschool directors, and researchers to design an avatar-based training program to train preschool teachers in positive teacher-child interactions centered on learning, behavior, and school-readiness of preschool children with disabilities or at-risk for disabilities. An evaluation of the focus group frameworks, methods, and outcomes will be presented, along with examples and non-examples from the final avatar program.

**424. RTD-Re-Considering Triangulation: A Critical Realist Approach to the Mixed Methods Research Praxis in Social Science**

9:40 am to 10:05 am

Muehlebach - Trianon E

Presenter(s): **Tugce Aldemir**, Pennsylvania State University

This proposal reports an argumentative review of triangulation strategy and research paradigms in social science. Relying on an argumentative literature analysis, this study attempts to re-conceptualize the notion of triangulation from a critical realist approach as a praxis model of how to integrate converging and diverging qualitative and quantitative findings, and provide theoretical and philosophical explanations to the anomalies in efforts to legitimize mixed methods as a scientific paradigm situated in social scientific discourse.



**425. RTD-Self-promoters, Bots, and Moderators: Exploring Educators' Participatory Actions, Roles, and Culture in Twitter #Edchat**

9:40 am to 10:05 am

Muehlebach - Trianon D

Presenter: **K. Bret Staudt Willet**, Michigan State University

Many educational research designs have treated all Twitter contributions as equivalent; the purpose of this study was to provide a nuanced examination of Twitter participation for educational purposes—considering participatory actions, roles, and culture. I examined 162,744 tweets in Twitter #Edchat from 47,384 contributors and then identified five cases of extreme forms of participation worth deeper exploration. I found that participatory roles of self-promoters, bots, and moderators influenced the overall participatory culture of #Edchat.

**426. CLT-Mentorship Through Critique: A Case Study**

10:20 am to 10:45 am

Muehlebach - Wilson

Presenter(s): **Esther Michela**, Brigham Young University;

**Jason K McDonald**, Brigham Young University  
Studio pedagogy incorporates critique cycles to provide feedback to students. The critique process can be used to build the mentoring relationships that are vital to women entering the worlds of business or entrepreneurship. We present a phenomenological case study of one female undergraduate studying entrepreneurship who was mentored by male faculty in an interdisciplinary studio course. This will be of interest to instructors seeking to empower women entering male-dominated fields.

**427. D&D-Co-Designing Games for Learning with Technology -- Experience From a Project for Non-IT Students**

10:20 am to 10:45 am

Muehlebach - Trianon C

Presenter(s): **Michele Meinke Kroll**, SISLT- College of Education University of Missouri Columbia; **Michelle Todd**, SISLT- College of Education University of Missouri Columbia; **Isa Jahnke**, University of Missouri-Columbia

Contributor(s): **Shann Bossaller**, SISLT- College of Education University of Missouri Columbia

Our study demonstrates how Non-IT students designed, developed, and tested a location-based digital gamified application for learning. We designed a new learning opportunity for Non-IT students which focused on student collaborative knowledge creation (Moen, Mørch, & Paavola, 2012) combined with learning

expeditions (Jahnke, 2015). Students were not only consumers of information, and active pro-sumers, but they became co-designers of learning. We will present results from four student groups, their learning processes and motivations.

**428. DDL-Blended Synchronous Learning: Combining Face-to-Face and Online Students in Campus-Based Classes**

10:20 am to 11:25 am

Marriott - Julia Lee B

Presenter(s): **Mark J. W. Lee**, Charles Sturt University;

**Enilda Romero-Hall**, University of Tampa; **Beth Oyarzun**, UNCC; **Matthew Schmidt**, University of Cincinnati; **Valerie Irvine**, University of Victoria  
Blended synchronous learning—also called “hybrid synchronous” or “multi-access” learning—involves bringing together face-to-face and online students as part of the same, live class. Through synchronous technologies, the online participants can join from their homes or workplaces, and interact in real time with their campus-based peers and instructor. In this session, five panelists will share experiences and findings from their blended synchronous implementations, offering advice and insights for others interested in this burgeoning delivery approach.

**429. DDL-Combining Data and Text Mining to Develop an Early Warning System using a Deep Learning Approach**

10:20 am to 10:45 am

Marriott - Andy Kirk B

Presenter(s): **Jennifer Kepka**, Boise State University

Contributor(s): **Jui-Long Hung**, Boise State University; **Kerry Rice**, Boise State University

Researchers will present findings from a data-mining study analyzing behavioral data from course server logs and asynchronous forum posts from a K-12 virtual learning environment. Using a deep learning approach, our model could predict, with greater accuracy, student success or failure early in the term. Future directions for research inquiry and results will be shared, along with challenges around LMS data storage and analysis, and ways to improve prediction of at-risk students using machine learning.

**430. DDL-eMentoring in Doctoral Education: A Synthesis of the Literature**

10:20 am to 11:25 am

Muehlebach - Truman A

Presenter(s): **Lida J Uribe-Flórez**, Boise State University;

**Jesus Trespalacios**, Boise State University

Contributor(s): **David James Byrnes Jr.**, Boise State University; **Jodi Chilson**, Boise State University  
Effective mentoring has been the cornerstone of a successful doctoral experience. The traditional in-person apprenticeship model is not possible in online environments with unique challenges to creating and maintaining mentor-mentee relationships. From the literature on e-mentoring and online graduate education, it was possible to synthesize current practices in e-mentoring for doctoral students conducting research. Using Yob and Crawford (2012) framework, results were organized into six independent categories: Competence, Availability, Induction, Challenge, Communication, and Emotional Support.

#### **430.b D&D-Meeting the professional learning needs of instructional designers in higher education**

10:20 am to 11:25 am

*Muehlebach - Trianon E*

Presenters: **Albert Dieter Ritzhaupt**, University of Florida; **Trey Martindale**, Mississippi State University; **John Curry**, Morehead State University; **Michael M Grant**, University of South Carolina

Contributor(s): **Jill Stefaniak**, Old Dominion University  
The purpose of this session is to launch an initiative by the Design and Development (D&D) Division to reach out, engage, and meet the professional learning needs of instructional designers in higher education. This session will provide some background information on how this initiative was started; preliminary findings from a recent study on instructional designers in higher education and professional associations; and the starting plans of the D&D Division to launch a program to focus on the professional learning needs of instructional designers working at institutions of higher education. Practicing instructional designers are encouraged to attend and provide inputs and suggestions for professional development programming opportunities. Some of the elements of this program include providing tailored webinars for these professionals and offering a new track in the AECT conference for practicing instructional designers working in higher education to share best practices, course designs, and authentic cases from their practice. Attendees interested in this initiative, and particularly, practicing instructional designers in higher education, are encouraged to attend. We are seeking active members to assist with this new program to promote networking opportunities and resources to support instructional design in higher education settings.

#### **431. D&D-Proposal of an Instructional Design Model for Gamified Learning Environments: Geld Model**

10:20 am to 10:45 am

*Muehlebach - Trianon B*

Presenter(s): **Tugce Aldemir**, Pennsylvania State University

Contributor(s): **Amine Hatun Atas**, Middle East Technical University; **Berkan CELIK**, Middle East Technical University / Yuzuncu Yil University  
This study aims to solve the motivation and engagement problems of the current learners in a lecture-based classroom settings. The main purpose of this study is to propose an instructional design model for gamified environments and make a humble contribution to instructional design theory by using empirical data obtained and analyzed from university students. It is believed that such an instructional design model could be used as a guidance in designing a gamified learning environment.

#### **432. D&D-The Effect of Enhanced OER Videos on EFL Students' Multicultural Competence**

10:20 am to 10:45 am

*Muehlebach - Trianon A*

Presenter(s): **Yu-Ju Lin**, Purdue University

Contributor(s): **Hung-Chun Wang**, National Taiwan Normal University

The purpose of study was twofold. First, we evaluated the effect of enhanced open educational resource (OER) videos on English-as-a-foreign-language (EFL) students' multicultural competence. Second, we investigated students' perceptions of OER adoption in EFL courses to support their multicultural competence. Through this study, we hope to present a rigorous process that EFL instructors can adopt to integrate OERs in the curriculum so as to improve students' multicultural competence.

#### **433. D&D-Tools and Techniques for Instructional App Development**

10:20 am to 10:45 am

*Muehlebach - Truman B*

Presenter: **Kenneth Luterbach**, East Carolina University

Advances in development tools continue to reduce the complexity of instructional app development. Currently, such tools include visual interfaces and enable execution of one statement or one group of statements, which help with debugging. Further, when creating iOS and Android apps, particular cross-platform tools enable rapid testing, whether working with audio, graphics, or text. For comparative

purposes, this session demonstrates how to create an instructional app using two distinct tools, Interactive Python and Corona.

### 434. DELT-The Perception of Teacher-Candidates Using 3D Printing as a Teaching Tool

10:20 am to 10:45 am

Muehlebach - Nixon

Presenter(s): **Younglong Kim**, Oklahoma State University; **Tutaleni I. Asino**, Oklahoma State University; **Susan Stansberry**, Oklahoma State University; **Cathy Green**, Oklahoma State University; **Kathy Essmiller**, Oklahoma State University; **Sarinporn Chaivisit**, Oklahoma State University; **Frances Alvarado-Albertorio**, Oklahoma State University; **Thanh Do**, Oklahoma State University

Contributor: **Wilmon Brown III**, Oklahoma State University

This study explores how teacher-candidates perceive a 3D printer as a teaching tool. When teacher-candidates become in-service teachers, they will have access to 3D printers. In this study, teacher-candidates choose a specific lesson and subject (like math, science, history, etc.), and develop a lesson plan by utilizing a 3D printer. The study aims to anticipate how 3D printing can help students' understanding of specific lessons or concepts, and what supports will be necessary in class.

### 435. GSA-Reimagining the Future: Emerging 'Cool' Fields – Episode III: Makerspaces

10:20 am to 10:45 am

Muehlebach - Roosevelt

Presenter(s): **Xun Ge**, University of Oklahoma; **Nate Turcotte**, Penn State University

Contributor(s): **Murat Turk**, The University of Oklahoma  
Are you interested in learning about the emerging cool fields that can enrich your research, design and teaching practices? Would you like to explore new perspectives that can boost your creative thinking? If so, we are inviting you to our series of interactive sessions: 'Reimagining the Future: Emerging 'Cool' Fields'. In this episode of the series, Dr. Ge will share her expertise with us, and talk about the current trends in Makerspaces, how those trends could inform our instructional design/educational technology research, design and teaching, and the future directions of the Makerspaces for your future research, design and teaching agendas.

### 436. INTL-The Effects of CAI on Mathematics Performance of Students with Attention Deficit Hyperactivity Disorder (ADHD) in Nigeria

10:20 am to 10:45 am

Muehlebach - Tea Room

Presenter(s): **Ademola Amida**, University of North Dakota

Contributor(s): **Shereef Mayaleeke**, Tai Solarin University of Education, Nigeria; **Woei Hung**, University of North Dakota

This study investigated the effects of computer assisted instruction CAI on the academic performance of junior high school students with attention deficit hyperactivity disorder (ADHD) in Nigeria. Specifically, the study examined whether CAI has an effect on the mathematics performance of ADHD students in junior high school, and if there was a difference in their mathematics performance between male and female students.

### 437. NJASL-A Wrinkle In Time can Save Libraries: The Power of Science in Informal Learning Spaces

10:20 am to 10:45 am

Muehlebach - Burgundy

Presenter(s): **Bruce Robert DuBoff**, School Media & Technology; **Leslie Blatt**, School Media Technology Division  
The reimagined modern classic A Wrinkle in Time should inspire a new mandate for Libraries: Reinvent yourselves and look cooler to appeal to potential Science Fiction/Fantasy and science fans. STEM, technology ethics, situated learning, inquiry design, and collaboration can all be taught if the Library approaches the design of an informal learning space. This presentation explores what has been and what can be done to make libraries effective informal learning spaces.

### 438. OTP-Roundtable/Poster Session

10:20 am to 11:25 am

Muehlebach - Royal Exhibit Hall

#### OTP-Developing Microlearning-Based Teaching and Training Modules

Presenter(s): **Qing Zhang**, Virginia Tech

Contributor(s): **Deyu Hu**, Virginia Tech

With the ubiquitous use of mobile technologies and web 2.0 tools, microlearning has increasingly become popular in education and training. In this session, the presenters will showcase microlearning modules designed to replace intensive face-to-face teaching and training activities, and thereafter demonstrate the procedures and effective approaches to design microlearning courses using the UMU app. By the end of the session, the attendees will be able to create their own microlearning modules.

**[NR]OTP-Does anyone want my new program?****Determining the market before investing time, money, and personnel**

Contributor(s): *Scott Joseph Warren, University of North Texas; Monica Surrency, University of North Texas; Samson Lepcha, University of North Texas; Douglas Darby, University of North Texas; Matthew Bonhamgregory, University of North Texas; Leonardo Gonzalez, University of North Texas*

New program and course development at universities commonly costs \$20,000-50,000, depending on the complexity and scope of the project. Taken from recent practice, this session presents common marketing approaches that can be implemented in educational technology programs to help determine whether there is demand for a new program before investing scarce financial, human, and other resources in development. We present survey and interview methods used to evaluate the likelihood of success used with two proposed programs.

**OTP-Effects of Conflict Mode and Interprofessional Education Readiness on Student Achievement in High-Fidelity Simulations**

Presenter(s): *Brandon James Moss, University of South Alabama*

Changes in healthcare education brought about through shifts in attitudes about collaboration and the Health 3.0 Movement have caused interprofessional education (IPE) to become increasingly popular. One method of using IPE with through high-fidelity simulations that cost hundreds of thousands of dollars. Investigating the effects an individual's conflict mode and readiness to work in a interprofessional environment will help use further understand their ability to successful complete the performance objectives and achieve the learning outcomes.

**OTP-Exploring the outcomes of career coaching and internships on graduate student job placement and promotion**

Presenter(s): *Lisa A. Giacumo, Boise State University; Steven W. Villachica, Boise State University; Vicki Stieha, Boise State University*

This session will describe a case study of one university program's approach to meeting both changing employer expectations of organizational performance and workplace learning professionals and graduate student needs. The researchers applied a spiral human performance improvement framework, design thinking, and developmental evaluation to create a student and alumni support system. The researchers investigated the effects of career coaching and internships on graduate students' placement and job promotions. Opportunities to collaborate will be shared.

**OTP-Informal Learning in the Workplace: An Integrative Review**

Presenter(s): *Jennifer Park, Indiana University Bloomington*

Contributor(s): *Rajagopal Sankaranarayanan, Indiana University Bloomington; Yonjoo Cho, Indiana University-Bloomington*

Despite the fact that informal learning constitutes a major part of workplace learning, it has been less recognized in both practice and research. Some of the emerging themes in informal learning include learning engagement, using technology, personal learning orientation, culture, and role of fun activities. Based on a review of the literature on informal learning in the fields of Instructional Technology (IT) and Human Performance Technology (HPT), we seek to discover major themes in informal learning and future research agendas.

**OTP-Leading a Program Evaluation to Address Lack of Understanding and Apathy of Sexual Harassment Training in a Higher Education Institution**

Presenter(s): *Victoria Lowell, Purdue University*

Contributor(s): *Anindita Chandra, Purdue University*

Although Title IX was passed 45 years ago, recent events brought sexual harassment to the forefront of compliance training at higher education institutions. HE institution compliance trainers are tasked with ensuring learners understand and are trained on preventing and reporting sexual harassment. The objective of this presentation is to examine the results of a Title IX program evaluation at a higher education institution, on learner understanding and attitudes and considering potential training strategy improvements.

**OTP-The Evaluation of Online Teaching in Nursing Faculty Learning Community (FLC) Program at Northern Illinois University (NIU)**

Presenter(s): *Dalal H Alfageh, Northern Illinois University*

The purpose of this proposal is to promote the use of Faculty Learning Community (FLC) program by the faculty at the school of Nursing at Northern Illinois University (NIU) so as to enhance their growth in online teaching. FLC focuses on enabling faculty to apply the skills and information they have learned to their own learning communities. The expected outcome will be increased engagement by the faculty, and improved learning outcome for the students.

**OTP-What Social Media Can Do in Designing a Hybrid Training for Student Workers in a University Library**

Presenter(s): *Xinyue Ren, Ohio University*

The current training sessions in the university library are

based on an online spreadsheet checklist and face-to-face instructions. Each semester, thirty to forty students work at the reference desks, but only two to three staff supervise/mentor student workers. In terms of the limitations of the current training procedure, the study is needed to investigate theoretical and practical bases of integrating social media to provide an efficient hybrid training for student workers in a university library.

### 439. RTD-Speaking Out on Twitter: Understanding Teachers' Expressed Sociopolitical Sentiments to Improve Policymaking

10:20 am to 10:45 am

Muehlebach - Trianon D

Presenter(s): **Trina Harding**, Brigham Young University; **Royce Kimmons**, Brigham Young University; **McKenzie Emmett Staples**, Brigham Young University; **Cecil R Short**, Brigham Young University

Contributor(s): **Zane Harker**, Brigham Young University; **Kyle Clements**, Brigham Young University  
Teachers play a key role in implementing education reform, but their input is rarely sought in policymaking. Fortunately, public Twitter data provide a way to investigate teachers' views on policy issues at a massive scale. Sentiment and personality analysis of 15.9 million tweets from 33,184 teachers revealed that teachers' views are politically diverse but demonstrate significant trends regarding sentiment expressed towards specific officials and education policies (e.g., Trump, DeVos, CCSS, NGSS).

### 440. RTD-The effectiveness of applying the modality principle in multimedia learning: A meta-analysis

10:20 am to 10:45 am

Muehlebach - Trianon E

Presenter(s): **Haisong Ye**, Cedarville University

The presenter will share the results and findings of a meta-analysis focused on the effectiveness of applying the modality principle in designing and developing learning materials for college students and adult learners. Overall modality effects on learners' learning performances and cognitive load will be analyzed, followed by discussions on the three moderator variables that may affect the degree of the modality effect and the implications for instructional design practices.

### 441. RTD-Voices in Educational Technology: A Panel Discussion of Research Trends over the Last Twenty Years

10:20 am to 11:25 am

Muehlebach - Lido

Presenter(s): **Gwendolyn Morel**, Texas State University;

**Heather Keahey**, University of North Texas; **Gloria Natividad**, Technological Institute of Higher Education; **Jonathan M Spector**, Department of Learning Technologies; **Lin Lin**, University on North Texas

Although academic research is plentiful, synthesizing findings can be a massive undertaking. This panel will discuss the findings of three research projects that analyzed over 10 top-tier journals in the field of educational technology in the past twenty years. Trends in educational technology, topics and technologies, as well as the implications of changes at the New Media Consortium and the loss of two important publications will be addressed. Participant interaction is strongly encouraged.

### 442. SMT-Embracing the Power of Digital in Literacy

10:20 am to 10:45 am

Muehlebach - Hoover

Presenter(s): **Michele Stork**, Florida Gulf Coast University; **Megan Connors Murtaugh**, Independent Consultant

The nature of digital communications technology has so permeated the way we communicate, informally and formally, that it has become more than a tool in many ways. This presentation is an overview of the digital activities incorporated into a literacy festival for 1,800 Title I elementary students. Results of the effectiveness of the activities will be shared with the audience.

### 443. STC-Designing for Mutual Understanding: Changing our Polarizing Patterns with Reflective Structured Dialogue

10:20 am to 10:45 am

Muehlebach - Eisenhower

Presenter(s): **Brandy Walker**, University of Georgia  
Reflective Structured Dialogue (RSD) is a model for effecting change in destructive communication patterns such as conversation cycles that blame, polarizing patterns that divide, and communication shorthand that stereotypes. This presentation will present the RSD model in the context of a training for racial justice facilitators and report on evaluation data from training participants.

### 444. TED-Effects of Ability and Value Beliefs on Technology Integration: A Multilevel Mediation Analysis

10:20 am to 10:45 am

Marriott - Julia Lee A

Presenter(s): **Sheng-Lun Cheng**, **Lin Lu**, **Kui Xie**, Ohio State University

The purpose of this present study is to investigate the relation between ability beliefs, value beliefs, and the quantity and quality of classroom technology integration at both teacher and school level. Five hundred and sixty-three teachers from 17 schools in the Midwestern United States participate in this study. The results of multilevel mediation analyses reveal that at teacher level, ability beliefs significantly predict the quantity and quality of classroom technology integration by affecting teachers' value beliefs. Controlling for both beliefs at teacher level and value beliefs at school level, schools with higher ability beliefs on average will also exert positive organizational effects on teachers' quantity and quality of classroom technology integration.

**445. TED-Teaching teachers how to teach the future**

10:20 am to 11:25 am

Marriott - Andy Kirk A

Presenter(s): **Jason Siko**, Madonna University

Recent research has indicated a correlation between a student's future time perspective (FTP) and academic success. Foresight professionals use specific techniques to get organizations to think about the future. As such, we can ask whether these skills can be taught to students and tied to the curriculum. Further, how do teacher educators facilitate this thinking in pre-service candidates. This session will explore these explore these techniques, as well as how technology can facilitate these endeavors.

**446. D&D-A Theory-based Training Approach for Accelerated Expertise in the Preparation of Professionals**

11:00 am to 11:25 am

Muehlebach - Trianon C

Presenter(s): **Peter Fadde**, Southern Illinois University; **Mohammadreza Jalaiean**, Southern Illinois University

This theory-to-practice session presents an instructional design approach for accelerated expertise of professionals in areas such as health care, business, and education. The approach is based on the Expert Performance Approach and Naturalistic Decision Making and is applicable during pre-service professional education or in-service professional development. The expertise training program targeted intuitive decision making and translated critical incidents reported by expert bank examiners into interactive scenario-based learning activities to accelerate the expertise of novice examiners.

**447. D&D-Enhancing Online Case-based Learning with Game Elements**

11:00 am to 11:25 am

Muehlebach - Trianon B

Presenter(s): **Elena Novak**, Kent State University

Contributor(s): **Mila Rosa Librea-Carden**, Kent State University

This study evaluated instructional effectiveness of a gamified case method with graduate online students. Additionally, it examined the relationship among the type of the case discussion prompts and the quality of students' posts. The case study was enhanced with intrinsic and extrinsic motivators in order to increase students' learning and engagement. An analysis of students' discussion board posts and learning and attitude indicators suggested that higher-level thinking discussion board prompts can increase student engagement.

**448. D&D-Relationship between Learner Characteristics and Computer Science Learning: Implications for Instructional Design**

11:00 am to 11:25 am

Muehlebach - Truman B

Presenter(s): **Tugba Ayer**, Georgia State University

Contributor(s): **Lauren Margulieux**, Georgia State University; **Brendan Calandra**, Georgia State University; **Jonathan Cohen**, Georgia State University

Previous research in computing education has demonstrated the impact of learner characteristics such as self-efficacy and interest on students' learning of computational concept and practices in college-level courses. While the effects of these factors have been examined individually, a comprehensive approach to understanding the cumulative effects of learner characteristics in CE K-12 education is lacking. This paper address this gap and suggest that future research on learning in CE should take learner characteristics into account.

**449. D&D-Using Augmented Reality to Develop Environmental Literacy Among Middle School Students**

11:00 am to 11:25 am

Muehlebach - Trianon A

Presenter(s): **Yi Shi**, the University of Texas at Austin; **Hsiao-Ping Hsu**, Department of Curriculum & Instruction, University of Texas at Austin

Contributor(s): **Ting-Yu Hsu**, Graduate Institute of Information and Computer Education, National Taiwan Normal University

This mix-method study investigated how augmented

reality(AR) is used in environmental education and what are the effects of using AR in promoting environmental literacy. Results of paired sample t-test shown a significant increase in students' test scores and in-depth interviews further justified the use of AR but also indicated some challenges. Study results hold implications for classroom teachers, education researchers and AR system designers. Limitation and future studies are further discussed.

**450. GSA-Reimagining the Future: Emerging 'Cool' Fields – Episode II: Computational Thinking**

*11:00 am to 11:25 am*  
*Muehlebach - Roosevelt*

Presenter(s): **Peter Rich**, Brigham Young University; **Kiran Budhrani**, UNC Charlotte  
Are you interested in learning about the emerging cool fields that can enrichen your research, design and teaching practices? Would you like to explore new perspectives that can boost your creative thinking? If so, we are inviting you to our series of interactive sessions: 'Reimagining the Future: Emerging 'Cool' Fields'. In this episode of the series, Dr. Peter Rich will share his expertise with us, and discuss how the field of computational thinking has emerged as an interdisciplinary field of research in education, instructional design, and psychology.

**451. INTL-The Interplay of the L2 Motivational Self System and Individual Variables in Technology-enhanced Learning Environments: An SEM Approach**

*11:00 am to 11:25 am*  
*Muehlebach - Tea Room*

Presenter(s): **Hyewon Lee**, The University of Georgia; **Robert Maribe Branch**, University of Georgia  
The purpose of this study is to investigate how the three components of the second language (L2) motivational self system are related to individual variables in technology-enhanced learning environments. Employing structural equation modeling, a modified L2 motivational self system will be tested to explore the extent to which the proposed model accounts for the relationships among the variables and to examine the relative relationships among the variables.

**452. [NR]DELT-What's Really New? An Assessment of the "Newness" of 10 Trends and Technologies Identified as "Emerging"**

*11:00 am to 11:25 am*  
*Muehlebach - Exxon*

Contributor(s): **Saul Carliner**, Concordia University;

**Margaret Driscoll**, IBM

In 2015, the Association for Talent Development (ATD) and two partners published a report identifying 14 emerging trends and technologies in instructional design, such as storytelling, mobile learning, and addressing learners of different cultures. But really, how new are the trends and technologies labelled as "emerging?" This presentation reports the results of a targeted search of ATD publications to identify the history of the topics in its own body of literature and suggests questions raised by those results as well as other similar reports that address similar questions.

**453. [NR]SMT-Storytelling and digital storytelling across borders**

*11:00 am to 11:25 am*  
*Muehlebach - Hoover*

Contributor(s): **Albert Akyeampong**, Ohio Northern University

A digital storytelling class in a midwestern university in the united states connect with students in a university in the southern part Ghana to share stories. It is expected that students share recorded oral stories and digital stories via Youtube unlisted mode. Students interact online by and posting comments under respective digital stories.

**454. PAECT-Role of the Humanities in the 21st Century College Curriculum**

*11:00 am to 11:25 am*  
*Muehlebach - Burgundy*

Presenter(s): **Ian McCoog**, Wilkes University

Contributor(s): **Shirley Campbell**, PAECT

The American university was established to provide the "arts suited to a gentleman." A focus was placed on religious studies, classical language and literature, history, and advanced instruction in literature. In contrast, the 21st century classroom places a focus on STEM skills and the global economy. This paper and presentation will discuss the evolution of the higher education curriculum and what role the humanities play in a 21st century education.

**455. Presidential - AECT Foundation Interns' 40th Anniversary Celebration: Panel Discussion and Reception**

*11:00 am to 12:45 pm*  
*Muehlebach - Colonial Ballroom*

Presenter(s): **Ana Donaldson**, University of Northern Iowa - Retired; **Christine K. Sorensen Irvine**, University of Hawaii at Manoa; **Thomas C. Reeves**,

*The University of Georgia; Gayle V. Davidson-Shivers, University of South Alabama; Kay Persichitte, Univ of Wyoming; Megan Connors Murtaugh, Independent Consultant; Bruce Robert DuBoff, School Media & Technology*

Join us in celebrating the intern program that began forty years ago in Kansas City. All past and present interns have been invited to bring their medals and share their stories. Since 1978, the AECT Leadership Internship Program has identified individuals with significant potential to provide future leadership for AECT and in the broader field. The current application process places a heavy emphasis on past and current leadership experiences with a specific focus on personal goals for growth within AECT and the professional field. Hear how the program has evolved over the years and the very personal impact it has had on those recognized with this honor. A reception will follow immediately after the panel discussion. We hope to see you there.

**456. RTD-Social Media Addiction of High School Students Relating to Problematic Mobile Phone Usage and Academic Procrastination**

*11:00 am to 11:25 am*

*Muehlebach - Trianon D*

Presenter(s): **Filiz Mumcu**, Manisa Celal Bayar University

Contributor(s): **Nilufer ATMAN USLU**, Manisa Celal Bayar University

The purpose of this study is to examine the social media addiction of high school students in relation to problematic mobile phone usage (PMPU), academic procrastination and mobile phone use. 321 high school students participated in the study. Structural Equation Modeling was used in the analysis of the obtained data. The findings have shown that PMPU has positive effects on social media addiction; academic procrastination and mobile phone usage have positive effects on PMPU.

**457. STC-Fostering Change through Faculty Professional Development**

*11:00 am to 11:25 am*

*Muehlebach - Eisenhower*

Presenter(s): **M. Aaron Bond**, Virginia Tech; **Samantha Blevins**, Radford University

Local faculty professional development opportunities may provide avenues for fostering change and continuous improvement in higher education institutions. Professional development must provide opportunities for individual growth while also meeting organizational priorities. Combining systems

thinking and social cognitive theories may provide solutions for meaningful faculty development. During this session, presenters will describe a framework for designing faculty professional development efforts that foster individual and organizational change. Feedback to strengthen the framework will be sought from participants.

**458. TED-Implementation of a research-based professional development technology coaching model in an elementary school**

*11:00 am to 11:25 am*

*Marriott - Julia Lee A*

Presenter(s): **Meize Guo**, Indiana University Bloomington; **Ai-Chu Ding**, Indiana University; **Michael Karlin**, Indiana University - Instructional Systems Technology; **Janet Yin-Chan Liao**, Indiana University; **Ya-Huei Lu**, East Carolina University

Contributor(s): **Anne Ottenbreit-Leftwich**, Indiana University

This multiple case study describes a group of technology coaches' experiences implementing a technology coaching model in an elementary school. We describe the successes, challenges, and adaptations to the initial coaching model through analyzing multiple data sources such as coaches' reflection notes, structured coach surveys, transcription of monthly coaching meetings, and the artifacts coaches created.

**459. CLT-Toward Equitable CS Learning Environments: Exploring Perceptions of Underrepresented Students in CS Introductory Courses**

*11:40 am to 12:05 pm*

*Muehlebach - Wilson*

Presenter(s): **YunJeong [Eunice] Chang**, University at Buffalo, SUNY

Contributor(s): **Leslie Cintron**, University of Virginia; **Jim Cohoon**, University of Virginia; **Luther Tychonievich**, University of Virginia

While CS course are increasingly offered in higher education to enhance problem-solving or computational thinking, lack of diversity (e.g., female, African- and Hispanic-Americans) in computing is still notorious. The study aims to understand perceptions and motivation differences between students from underrepresented minorities (URMs) and non-URMs in large-enrollment introductory CS courses. Analyzing survey responses from 625 students with MANOVA, the study observed significant perception and motivation differences. The study finding yields suggestion to design CS introductory courses to be more inclusive learning environments for all.



## 460. D&D-#CBE4CBE: Training Faculty to Teach CBE

### Courses

11:40 am to 12:05 pm

Muehlebach - Trianon C

Presenter(s): **Christopher R Prokes**, Boise State University/Sinclair Community College; **Christopher R Prokes**, Boise State University/Sinclair Community College

Competency-based education (CBE) is a different approach to student learning through the demonstration of experience-based skills and knowledge. As a consequence, it's also a different mindset for teaching. But many faculty are not fully aware of how to teach a CBE course. Such was the problem facing Sinclair Community College - a nationally-recognized leader in competency-based education. Come see how Sinclair created a comprehensive training course for its faculty to become certified in teaching CBE, all the while learning through the CBE approach! The CBE model will be used in this presentation to also illustrate the learning approach to attendees.

## 461. D&D-Exploratory study of scripted and free roleplay in teaching-focused 3D VLE.

11:40 am to 12:05 pm

Muehlebach - Trianon B

Presenter(s): **Mariya Pachman**, FSU; **Xinhao Xu**, University of Missouri-Columbia

Contributor(s): **Fengfeng Ke**, Florida State University; **Zhaihuan Dai**, Florida State University  
While role-play is widely used in serious games to increase learners' presence and ultimately motivation and performance, it is not as widespread in educational 3D VLEs, and using it often leads to contradictory results (e.g. Gregory & Masters, 2012). In this session, we argue that the part of the problem is the design of a role-play activity, and that non-scripted role-play forces learners to rely on more traditional and less immersive didactic ways of learning.

## 462. DDL-Portrait of a Modern Online Graduate Student in Educational Technology

11:40 am to 12:45 pm

Marriott - Julia Lee B

Presenter(s): **Anna Leach**, The Ohio State University; **Cara North**, The Ohio State University; **Ana-Paula Correia**, The Ohio State University; **Leanna Archambault**, Arizona State University

Contributor(s): **Natalie Gintert**, The Ohio State University  
This session presents a panel discussion that includes five different perspectives. Our group consists of

three graduate students, a faculty/program chair, and a faculty/program coordinator of two online master's degree in educational technology programs offered at two large U.S. research intensive universities. Each person will share their perspective of an online graduate program and the trials and successes each have experienced.

## 463. DDL-Seeking a More Actively-Engaging Experience for All Learners in your Online Courses

11:40 am to 12:45 pm

Muehlebach - Truman A

Presenter(s): **Christopher Michael Knoell**, University of Nebraska Kearney

This interactive session will focus on proven assignments, strategies and web-based tools to facilitate active engagement for all students in your online classes. Specific topics include: using GoogleDocs as a web-based collaboration tool with greater accountability and peer /self-assessment capabilities; organizing courses in a structured-flexibility model to offer student choice/personalization of learning; and using small group reflection to develop a greater degree of trust between students thus increase their willingness to share.

## 464. DELT-Incorporating Emerging Technology for Different Disciplines and Different Students

11:40 am to 12:45 pm

Muehlebach - Truman B

Presenter(s): **David Gardner**, Texas Woman's University; **Pamela Jones Ponnors**, UT Southwestern University; **Jonathan S Gratch**, University of West Georgia; **Julie Libersat**, Texas Woman's University

This panel discussion will highlight the experiences of professionals incorporating emerging technologies into different disciplines and levels of education, and provide the opportunity for attendees to ask questions and gain insight into the struggles, successes, and strategies of panelists. Panelists include individuals actively engaged in emerging technology incorporation in the areas of K-12 education, higher education, and pre-service teacher certification/training. Technologies addressed include digital fabrication, virtual reality, robotics, 360-degree video, microcontrollers, and open source software.

## 465. DELT-Youth with Autism in 3D Game-Based Collaborative Learning: Associating Interaction Patterns with Embodied Social Presence

11:40 am to 12:05 pm

Muehlebach - Nixon

Presenter(s): *Xianhui Wang*, Central China Normal University; *Wanli Xing*, Texas Tech University

Contributor(s): *James M. Laffey*, university of missouri  
This study examines interaction patterns in a series of game activities for learning social skills by youth with Autism in an 3D game-based Collaborative Virtual Learning Environment (CVLE). Through cluster analysis, the results identify distinct patterns of verbal and nonverbal interaction that are associated with different levels of embodied social presence. The findings show how the unique spatial and visual characteristics of 3D CVLE and the design of game activities may transform collaborative learning.

to offer MOOCs. Additionally, pedagogy, resources, technical support, MOOC platform, and institutional support are among the top five design considerations perceived by the instructors.

#### **466. GSA-Possible Grant Opportunities and Writing Tips for Grant Applications**

*11:40 am to 12:45 pm*

*Muehlebach - Roosevelt*

Presenter(s): *Donna Martin*, Northern Illinois University

Contributor(s): *Beheshteh Abdi*, Northern Illinois University

This session provides general guidelines for grant writing in instructional technology field. It is organized according to the following stages of the writing process: I) researching funding opportunities; and II) writing and submitting the grant proposal. This session will cover some of the resources and databases available to search for grant funding for dissertations awards (external to your university), post-doctoral fellowships, and future academic positions. Writing and crafting a grant proposal builds on persuasive skills used to prepare dissertation proposals and involves a different perspective towards writing. Grant writing tips for preparing complete, compliant, and competitive grant proposals will be also provided.

#### **467. INTL-Instructors' Reasons and Considerations in Designing MOOCs: A South East Asian's Perspectives**

*11:40 am to 12:05 pm*

*Muehlebach - Tea Room*

Presenter(s): *Annisa Ratna Sari*, Indiana University; *Curtis J. Bonk*, Indiana University; *Meina Zhu*, Indiana University

This study is aimed to explore the reasons' of instructors' in South East Asia for offering a MOOC courses and their consideration factors in designing their courses. Forty-six instructors are participated in the survey. The findings show that half of the courses are delivered using a hybrid/blended type of MOOC. Personal motives, institutional encouragement, and altruism are among the main reasons for instructors

#### **468. [NR]D&D-National Alliance on Mental Illness: Facilitation Skills Training for Family Support Group Meetings**

*11:40 am to 12:05 pm*

*Muehlebach - Lido*

Contributor(s): *Janet H Williams*, University of North Carolina Wilmington; *Mahnaz Moallem*, UNCW  
The presentation aims to provide an overview of the National Alliance on Mental Illness' (NAMI) approach to support family members of individuals with mental illness. NAMI's training program for the facilitators who are family members of those with mental illness and volunteer to serve in Support Groups will be analyzed. The results are used to propose a blended learning solution. The case-based scenario design, the implementation, and evaluation of the effectiveness of the solution are shared.

#### **469. OTP-Membership Meeting**

*11:40 am to 12:45 pm*

*Muehlebach - Burgundy*

#### **470. RTD-Learners' Perceptions of Pedagogical Agents: A Cluster Analysis**

*11:40 am to 12:05 pm*

*Muehlebach - Trianon E*

Presenter(s): *Noah L Schroeder*, Wright State University

Contributor(s): *Fan Yang*, Wright State University; *Tanvi Banerjee*, Wright State University; *William Romine*, Wright State University; *Scotty D Craig*, Arizona State University  
Pedagogical agents, or virtual characters designed to facilitate learning, have been researched for twenty years. Research around how agents are perceived by learners is less common in the literature and often focuses on the experimental manipulation rather than the participants' perceptions themselves. In this study, we use K-means clustering, an unsupervised machine learning technique, to examine how participants' (n = 206) perceptions of agents clustered together. Results indicated two distinct groups of respondents.

#### **471. RTD-Sense of Community and Social Media**

*11:40 am to 12:05 pm*

*Muehlebach - Trianon D*

Presenter(s): *Jozenia Colorado-Resa*, Emporia State University; *Chong Mao*, Emporia State University

Contributor(s): **Joyce Burnett**, Emporia State University  
This presentation reports on a study measuring whether the use of social media increases student sense of community in an online graduate program. This presentation will include a review of the sense of community literature in relation to student retention as well as literature about the use of social media in higher education. Implications for the use of social media for program retention and promotion will be discussed.

**472. SMT-A Systematic Review of a Decade of Research on Digital and Information Literacy for Student Learning in the Field of School Library Media**

*11:40 am to 12:05 pm*

*Muehlebach - Hoover*

Presenter(s): **Lucy Santos Green**, University of South Carolina

Contributor(s): **Melissa Johnston**, University of West Georgia

This presentation will report the results of a systematic review of a decade of research on digital and information literacy skills for student learning in the field of school librarianship. Using a predetermined protocol, researchers carefully investigated over 109 studies culled from fourteen prominent instructional technology and library and information science journals. Results identify research gaps, particularly amongst underserved populations, and point toward new and critical questions for the field to pursue.

**473. TED-Designing a Customizable, Differentiated, Classroom Learning Environment**

*11:40 am to 12:45 pm*

*Marriott - Andy Kirk A*

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

This concurrent session is an abbreviated workshop designed as a hands-on learning experience. "Creating a Customizable Classroom" is a multi-modality approach to infusing technology in the classroom using school/student technologies by focusing on the connections visual components (PSE Effect) have to student understanding when embedded in a blended learning model. Using multiple technologies to meet individual student learning styles increases engagement, provides continuous growth through formative assessment while accommodating "Learning for All".

**474. TED-Pre-Service teachers' application of science and mathematics knowledge to an engineering design project**

*11:40 am to 12:05 pm*

*Marriott - Julia Lee A*

Presenter(s): **Jiangmei Yuan**, West Virginia University; **Jeffrey Carver**, West Virginia University

The purpose of this presentation is to present the findings of a study examining pre-service teachers' engineering design and how they applied their science knowledge in the design. Pre-service teachers assembled and programmed robots, and designed lesson plans. The robotics activity was video recorded. The analysis of the video suggests that pre-service teachers experienced most design processes, generating ideas being the most frequent. They applied their science knowledge to the engineering design process. Implications for teacher education are provided.

**476. CLT-Implementation of computational thinking skill to encourage girls for choosing STEM Career: An empirical study.**

*12:20 pm to 12:45 pm*

*Muehlebach - Hoover*

Presenter(s): **Andrew Tawfik**, University of Memphis

Contributor(s): **Ashrafunnesa Flora**, Northern Illinois University

Research reveal that Computational Thinking is a current trend in Educational practice and trespassed the boundaries of particular disciplines and reaching out to different disciplines and levels of education. Empirical studies subjected their research trajectory towards Computational Thinking to improve research and practice and to overcome demographic barriers. This literature review is an attempt to find the role of Computational Thinking to improve research and practice for educators and to motivate students for learning.

**477. CLT-What is Research in Culture, Learning and Technology?**

*12:20 pm to 12:45 pm*

*Muehlebach - Wilson*

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

To answer the often-asked question, "What is research in culture, learning and technology?", this proposal presents a taxonomy for research in culture, learning and technology (CLT) that can be used to organize the CLT research literature and guide future CLT research. The taxonomy highlights the categories of frameworks used in CLT research and makes clear that one of the purposes of all CLT research is to identify methods and processes for ethical and inclusive practice.

**478. D&D-A Case Study of the Design Practices and Judgments of Novice Instructional Designers in Public Health Majors**

*12:20 pm to 12:45 pm*

*Muehlebach - Lido*

Presenter(s): **Meina Zhu**, Indiana University; **Curtis J. Bonk**, Indiana University

Contributor(s): **Merve Basdogan**, Indiana University  
 This case study examines design practice, judgment, and challenges of novice instructional designers' (ID) in Public Health majors to understand their design judgment and provide them with a better educational support. The data sources include interview and document reviews. The preliminary findings indicate that novice IDs use framing judgment to frame design problems at the surface level through four key categories: (1) personal experience, (2) common issues, (3) academic readings, and (4) desire to raise awareness.

**479. D&D-Evaluating Emerging Technologies with Cutting Edge Eye Tracking & Sensor Based Biometrics**

*12:20 pm to 12:45 pm*

*Muehlebach - Trianon A*

Presenter(s): **Janet Louise Holland**, Emporia State University; **Sungwoong Lee**, Emporia State University  
 Session Description: How effective are the new and emerging devices and apps being introduced at work and in the classroom? This issue led us down the path of researching eye tracking and sensor based biometric data collection as a possible solution. Get a quick overview of the field, key results, how it works, and implications for the future of evaluating effective technology training, teaching, and learning on multiple human factor dimensions to determine learner engagement.

**480. D&D-Mobile Microlearning - Designing Learning for Journalists and Other Learners 'in the Field'**

*12:20 pm to 12:45 pm*

*Muehlebach - Trianon C*

Presenter(s): **Yen-Mei Lee**, University of Missouri-Columbia; **Hao He**, University of Missouri Columbia; **Minh Thi Ngoc Pham**, University of Missouri, Columbia, USA; **Isa Jahnke**, University of Missouri-Columbia

Contributor(s): **Carl Jordan Hewitt**, University of Missouri; **Linda Austin**, Associated Press Media Editors' NewsTrain; **Neeley Current**, University of Missouri  
 Mobile microlearning targets a new audience of learners: workers outside of offices, using smartphones for flexible, anywhere, anytime training. Study results

from literature review and interviews with industry professionals show challenges for learning designers in creating bite-size learning nuggets (seven minutes) that are downloadable and multimedia-based, with immediate feedback and flexible learning paths. From 25 platforms, a ranking of seven demonstrates the most powerful tools and highlights the technical and pedagogical design requirements.

**481. D&D-Understanding In-Game Activities – a Preliminary Data Analysis of a 3D Math-Learning Game**

*12:20 pm to 12:45 pm*

*Muehlebach - Trianon B*

Presenter(s): **Xinhao Xu**, University of Missouri-Columbia; **Yanjun Pan**, Florida State University; **Jewoong Moon**, Florida State University

Contributor(s): **Fengfeng Ke**, Florida State University; **Zhaihuan Dai**, Florida State University  
 This paper reports a preliminary data analysis of a 3D math-learning game. Fifteen sixth-grade students were recruited and each of them played the game for more than nine hours. The researchers coded the in-game activities of the players and conducted an exploratory factor analysis. Seven latent factors were found among all the in-game activities, and possible explanations were provided.

**482. DELT-Collaborative Design in STEM Education: Developing An Online Tool for Learning Flagellate Plants**

*12:20 pm to 12:45 pm*

*Muehlebach - Nixon*

Presenter(s): **Feiya Luo**, University of Florida

Contributor(s): **Natercia Valle**, University of Florida; **Pavlo Antonenko**, University of Florida; **Ellen Christine Davis**, University of Florida; **Emily Sessa**, University of Florida; **Gordon Burleigh**, University of Florida; **Lorena Endara**, University of Florida; **Stuart McDaniel**, University of Florida; **Sarah Carey**, University of Florida

This project describes the collaborative design processes and a series of design decisions involved in developing an online educational tool for learners of all ages to learn about flagellate plants and their importance in society. The goals, challenges and accomplishments for each process are detailed.

**483. INTL-Using Video Games to Enhance Academic Writing Experiences of Language Learners.**

*12:20 pm to 12:45 pm*

*Muehlebach - Tea Room*

Presenter(s): **Marta Halaczkiwicz**, Utah State University

Contributor(s): *Jody Clarke-Midura*, Utah State University  
 Academic writing is a challenge for non-native speakers of English. There has been a growing interest in using online spaces to build academic literacy. This research explored how playing a video game, Pokémon Go, can help motivate ESL students to engage in informal online writing spaces. I present results from a study conducted in an academic writing course for ESL students and offer suggestions for practical application of games in language classroom instruction.

**484. RTD-Promoting Self-Efficacy and Science Learning For All Middle School Students Using A Technology-Enhanced Problem-Based Environment**

*12:20 pm to 12:45 pm*  
*Muehlebach - Trianon E*

Presenter(s): *Sa liu*, The University of Texas at Austin; *Zilong Pan*, University of Texas at Austin; *Wenting Zou*, University of Texas at Austin

Contributor(s): *Min Liu*, Univ. of Texas at Austin  
 This study examined the relationships between 146 sixth graders' achievement and self-efficacy after they used a technology-enhanced problem-based learning (PBL) environment in a school with high economically disadvantaged population. ANOVA with repeated measures indicated that this group of students' science knowledge scores increased significantly from pretest to posttest, while students' self-efficacy decreased slightly. In addition, results from multiple regressions showed the higher self-efficacy pre-scores, the higher students' science knowledge posttest scores.

**485. RTD-Teacher Learning Through Technology-Enhanced Curriculum Design Using Virtual Reality**

*12:20 pm to 12:45 pm*  
*Muehlebach - Trianon D*

Presenter(s): *Insook Han*, Temple University

Contributor(s): *Timothy Patterson*, Temple University  
 This qualitative study explored the process of teacher learning through technology-enhanced curriculum design using a virtual reality. By using the conceptual framework of Interconnected Model of Professional Growth, teacher interviews, reflections, field notes and curricular materials were analyzed. Our findings demonstrate the dynamic relationship among teachers' knowledge and beliefs, their teaching practice, and outcomes produced, as well as the changes of those three components in the process of enactment and reflection resulting teachers' professional development.

**486. STC-Silo to System: Multiple Perspectives on UDL Implementation**

*12:20 pm to 12:45 pm*  
*Muehlebach - Eisenhower*

Presenter(s): *Miriam Bender Larson*, University of Tennessee, Knoxville

Contributor(s): *Eric J Moore*, University of Tennessee, Knoxville; *Jean A Derco*, University of Tennessee, Knoxville

This presentation will introduce attendees to concrete strategies and resources to implement and scale up Universal Design for Learning (UDL) in a higher education context. We will share our experiences of effective UDL development from three perspectives (administrator, UDL expert, and training participant/instructional designer) with lessons learned on what worked and what required adjustment. Participants will gain access to materials that they can customize to implement UDL training at their own institutions.

**487. TED-Improving Teachers' Self-Efficacy at High-Needs Schools through Professional Development Using Technology**

*12:20 pm to 12:45 pm*  
*Marriott - Julia Lee A*

Presenter(s): *Jackie Kim*, Georgia Southern University; *Moon-Heum Cho*, Syracuse University

This study investigated three different kinds of teacher training that aim to improve teachers' self-efficacy in developing and implementing new teaching methods. We found significant participant improvement in self-efficacies, which are the most powerful influence on receptivity to changing teaching methods. Lessons that we learned from three-years of project experience will be shared. Further, design concepts of teacher training in high-needs school districts with under-represented minority students will be discussed.

**488. AECT Past President's Luncheon (Past AECT Presidents only)**

*1:00 pm to 3:00 pm*  
*Marriott - Andy Kirk B*

**489. GSA-Membership Meeting & Luncheon**

*1:00 pm to 2:00 pm*  
*Muehlebach - Barney Allis Lobby*

**490. OTP/STC-Luncheon**

*1:00 pm to 2:00 pm*  
*Muehlebach - Rendezvous*

**491. SMT-Luncheon (Drum Room, off-site)**

1:00 pm to 2:00 pm

Muehlebach - Off-Site

The 2018 SMT luncheon will occur at The Drum Room, which is located in the Hilton President Hotel, 1329 Baltimore Avenue #1909, a 5-minute walk from our hotel. See our handy map at <http://tinyurl.com/smt2018lunch>. Ordering of lunch will be individual choice and payment. We invite you to stay for the membership meeting that will follow immediately after lunch.

**492. AECT/D&D Instructional Design Competition 2019**

**Planning Committee**

2:15 pm to 3:20 pm

Muehlebach - Taft

**493. CLT-Roundtable/Poster Session**

2:15 pm to 4:00 pm

Muehlebach - Royal Exhibit Hall

Participants

**[NR]CLT Roundtable-Applying Design Thinking Process to Empower Culturally Diverse Learners**

Contributor(s): **Pei-Wei Lee, PSU**

As VR develops maturely, educational intuitions nationwide and global will find a new opportunity to interact with their visitors. In order to serve the needs of a variety of users, a rigor design process is implemented to offer the best practice. In this session, we will discuss significant issues when designing innovative learning spaces in different cultural contexts. By considering the cultural factors, the outcomes inform designers how to integrate the new technology to enhance learning experience for diverse end users.

**CLT Roundtable-A Quality Assessment Assistive Technology Instrument to Enhance Evidence-Based Special Education Practices**

Presenter(s): **Soonhwa Seok, Korea University;**

**Boaventura DaCosta, Solers Research Group**

Intended to open a dialogue among those involved in assistive technology (AT), a study (N = 1,472) is presented that attempted to develop and standardize an AT questionnaire. Focused on validating quality items for an AT evaluation instrument and identifying factors underlying quality AT practices, the findings revealed 67 items across 8 factors to evaluate quality AT practices. The results of this study underscore the idea that a quality assessment instrument enhances evidence-based practices.

**CLT Roundtable-A Quantitative Study Exploring Factors That Influence Students' Use of Information and Communications Technology**

Presenter(s): **Soonhwa Seok, Korea University;**

**Boaventura DaCosta, Solers Research Group**

Information and communications technology is widely seen as an important driver in the development of technological skills needed for students to be successful. The abundance of research, however, has not helped separate reality from conjecture with regard to what determinants should be considered in the decision making process for ICT integration in classrooms. In this presentation, a study (N = 1,258) is offered that examined factors that might help influence students' use of ICT.

**CLT Roundtable-Are we widening the gap?****An analysis of mobile phone policies in Oklahoma schools**

Presenter: **Tutaleni I. Asino, O Sarinporn Chaivisit,**

**Younglong Kim, Frances Alvarado-Albertorio, Thanh Do, Cathy Green, Kathy Essmiller,**

**Oklahoma State University**

Contributor: **Wilmon Brown III,**

**Oklahoma State University**

Today, the average age of children who receive their first mobile phone is 10 years old. With the ubiquity of mobile phones, also came the need to taper their use during the school day. We will explain why certain mobile phone policies have remained unaltered at local schools and if they believe that the benefits of the mobile phone policy, and the mobile phone ban, outweigh the benefits of mobile learning implementation in their classrooms.

**CLT Roundtable-Culturally Inclusive Instructional Design for Developing Online Wisdom Communities**

Presenter(s): **Charlotte N. Gunawardena, University of New Mexico; Damien Sanchez, University of New Mexico**

Contributor(s): **Gayathri Jayatileke, Open University of Sri Lanka; Ludmila Layne, Arnone Solutions LLC;**

**Casey Frechette, University of South Florida St. Petersburg; Linda Barril, University of New Mexico**

In an open, networked world, we need online designs that incorporate diverse cultural perspectives and create inclusive spaces to provide Learning for All. This session provides a framework for thinking about culture in digital learning, and through practical activities guide designers to develop culturally inclusive online environments that promote collaboration, transformative learning, and wisdom. Participants will gain insight into how to build inclusive communities that engage in inquiry, reflection and growth, regardless of content domain.

**CLT Roundtable-Develop a Successful Cross-cultural Learning Program**

Presenter(s): *Youmei Liu, University Of Houston*  
 Contributor(s): *Guoquan Wang, University of Houston*  
 This session will present a successful 3-year (2016-2018) summer program funded by the National Science Foundation to provide students with international research experiences. In the summer program, research studies have been conducted to find out students' cultural perspectives and their personal experiences of studying and living in a different cultural environment. The data are used to improve the quality of the program. The session will share with audience our best practice and all research data.

**CLT Roundtable-From Digital Competence to Gaming Competence**

Presenter(s): *Yanjun Pan, Florida State University; Jewoong Moon, Florida State University; Xinhao Xu, University of Missouri-Columbia*  
 Contributor(s): *Fengfeng Ke, Florida State University; Zhaihuan Dai, Florida State University*  
 Gaming skill is considered as a vital indicator/ component of gaming competence for students in the 21st century. In this study, we investigated the gaming skill patterns of 14 players demonstrated in a math learning game by using cluster and sequential analyses.

**CLT Roundtable-Impact of Technology and Faculty Development on the Teaching and Learning Culture of a College.**

Presenter(s): *Peggy Ann Lumpkin, Young Harris College*  
 Founded in 1886, this college served students from the Appalachian region. Today, the college serves a more diverse student body geographically. Faculty to student ratios average 18:1 and the number of students average 1000-1200. These attributes make the college attractive to students from rural communities who often are first generation college students. To survive against competition from more well-funded colleges and universities, places pressure on college administration to retain both students and faculty

**[NR]CLT Roundtable-Instructors Developing TPACK in Practice: a multiple case study in higher education**

Contributor(s): *Senenge Tavershima Andzenge, University of Minnesota*  
 This presentation reports findings from a study on higher education instructor's description of their technological pedagogical content knowledge (TPACK) and how professional development activities support the development of their TPACK in practice.

**CLT Roundtable-Learning for All: Mobile Technology Based Structured Education for Families from Lower Socioeconomic Households**

Presenter(s): *Joseph Riddle, K-12 Teacher*

Technology has the power to bring people together. Through a review of existing literature this study works to advance the understanding of how mobile technology can benefit families and students of lower socioeconomic status enrolled in the K-12 education system. Specifically, this study addresses the questions of how technology based solutions can be utilized to provide learning for all, students and parents, while acknowledging unique obstacles not experienced by other students.

**CLT Roundtable-The differences in stress levels for African-Americans working in technical based occupations and non-technical based occupations**

Presenter(s): *Michlene Brock, Mississippi State University; Chien Yu, Mississippi State University*  
 The purpose of this study was to determine if there were any differences in stress levels for African Americans working in technical and non-technical based occupations. The data was collected from the members participated in the Jackson Heart Study, and the study found there was a significant relationship between occupation traits and stress levels for African Americans working in Mississippi. Other demographic variables were also found to be significantly correlated to stress levels.

**CLT Roundtable-The Relationship between Fear of Missing Out and Social Anxiety in Social Media: A Study on Distance Learners**

Presenter(s): *Adile Askim Kurt, Anadolu University; şenay ozan leymun, Anadolu University*  
 Contributor(s): *Semih Çalışkan, Near East Universtiy*  
 In this context, this research tries to examine the relationship between the FoMo and social anxiety in social networks levels of the students studying through distance learning through different variables. Regarding the FoMo and social anxiety in social networks of the students attending distance education; •is there a relation between them? •do they differ according to gender, department, time spent in social networks and number of social network accounts of the students?

**CLT Roundtable-The Social Media Bystander Effect and Social Issue Commentary**

Presenter(s): *Tutaleni I. Asino, Oklahoma State University; Sarinporn Chaivisit, Oklahoma State University; Younglong Kim, Oklahoma State University; Frances Alvarado-Albertorio, Oklahoma State University; Thanh Do, Oklahoma State University; Cathy Green, Oklahoma State University; Kathy Essmiller, Oklahoma State University*  
 Contributor(s): *Wilmon Brown III, Oklahoma State University; Megan Ruby, Oklahoma State University*  
 Social media has become an influence in today's society. The current social movement of women

speaking about past and present abuse has been revealed, entitled, the MeToo movement. The MeToo movement has many allies, but Social Psychology theorists, such as Milgrim (1963) and Zimbardo (1972), posit that conformity and obedience can be powerful inhibitors to action. We explore the impact of the global proximity, created by social media, through the lens of the Bystander Effect.

**CLT Roundtable-Understanding Chinese and American Graduate Students' Readiness to Learn in an Online Competency-based Learning System**

Presenter(s): *Elife Ceviker, Ohio University*

This qualitative study is to discover whether there is a difference between Chinese and American graduate students' readiness to learn from a online competency-based learning system. Interviews were conducted with 4 Chinese and 4 American students. The results demonstrated that Chinese and American participants had different and similar expectations and perception of a CBL system, but we cannot claim that Chinese and American students have exactly different readiness to learn in an online CBL system.

**CLT Roundtable-Universal Design For Learning: Accessible To ALL**

Presenter(s): *Janie Szabo, Patty Eaton, Rose-Hulman Institute of Technology*

This roundtable session will allow participants to explore accessible design and pedagogical practices with an instructional designer and accessibility director from an undergraduate science, engineering, and mathematics college. Participants will be encouraged to engage in activities, self-reflection, and discussions regarding the Universal Design for Learning (UDL) framework and resources for implementation in various higher education learning environments. This session will be interactive and will require mobile, tablet or other computing device per participant.

**CLT Roundtable-Using Technology to Improve Migrant Adult Education Instruction**

Presenter(s): *Melissa A Adams, Morehead State University*

This roundtable session will focus on the needs of migrant adult educational programs. These programs are HEP (High School Equivalency) programs which are funded through the Department of Education: Office of Migrant Education to educate migrant and seasonal farm workers. Since most of this population needs bilingual (English and Spanish) instruction, there is a need to incorporate more Educational Technology bilingually into the HEP classroom. The session will include a discussion of the bilingual tools and technologies available.

**CLT Poster-A Review of how Technology-Based Resources Impact the K12 Classroom: An Application Approach**

Presenter(s): *Lequisha Brown-Joseph, University of Phoenix; Michelle Hill, University of Phoenix*

Contributor(s): *Sandy Nunn, University of Phoenix*

This research explores the underpinning theories and education technologies used in the classroom in the form of different internet-based games that students use to learn content material. The research at the various education technology theories that connect to educational technologies such as websites that entertain students and explain their connection to theory, uses, ages, and ability to align with student's different cultural backgrounds. We also explored whether students can actually learn from these different technology-based programs or if they are actually just playing games.

**CLT Poster-Buying into Online Learning, A One Size Fits All Using Marketing Tools In Course DeSign**

Presenter(s): *Kathryn Ley, U Houston Clear Lake*

Contributor(s): *Ruth Gannon Cook, DePaul University*

This poster describes why and how semiotic features can enhance online course design with culturally appropriate features. This analysis of extensive multidisciplinary research suggests semiotic features in online courses affect online student participation and course completion.

**CLT Poster-Designers for Learning: Autoethnographic Study in a Service Learning MOOC to Gain Experience for Good**

Presenter(s): *Shamila Janakiraman, Purdue University*

Designers for Learning, a non-profit organization, offers MOOCs that teach instructional design for creating open educational resources (OERs). This poster is based on a paper outlining my experiences, in the form of an autoethnography. As a course participant, I learned about my target audience, their needs and instructional design implications and transferred that learning to designing an instructional material, thereby gaining instructional design experience in a real-world authentic instructional design challenge offered in the MOOC.

**CLT Poster-Differences in Students' Perceptions of Learning Computer Programming in Rural Settings**

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

Contributor: *Erika Bonnett, Adebunmi Elizabeth Odefunso, Liwei Zhang, Marisa Exter, Purdue University*



Computer programming has been growing in significance in K-12 education. However, there is a gender gap in learning computer programming, especially in the rural areas. This study seeks to examine differences in students' perceptions of learning computer programming in rural settings, and the tools available to them. The results show significant gender differences in students' interests in learning computer programming. Also, prior experience in programming did not seem to affect students' perception about computer programming.

### **CLT Poster-Does Culture Impact Learning for all Students Who Use VR? A Review of Literature**

Presenter(s): *Newton Buliva, University of North Texas*

Even as the use of educational technology continues to be established as a valid form for formal education, questions still linger on how cultural values are transmitted through these educational technologies. This poster presentation discusses whether VR, as an educational tool, is used to transmit cultural values. The presentation uses a review of literature that explores whether culture affects effective learning for all people. Consumers and content designers of VR will benefit from this presentation

### **CLT Poster-eLearning Cultural Awareness Module for Teachers Working with Emergent Bilingual Students**

Presenter(s): *Daisyane Barreto, University of North Carolina Wilmington*

Contributor(s): *Edyna Roberta Nixon, University of NC Wilmington, Watson College of Education, MIT Program*

This study examines the impact of an e-Learning cultural awareness module designed for pre-service teachers as means to prepare them to work with emergent bilingual students. Survey methods are used to investigate pre-service teachers' perspectives and attitudes towards emergent bilingual students. The findings from this study can inform instructional designers about the design of culturally responsive e-learning modules.

### **[NR]CLT Poster-Enjoyability for All! Examining EGameFlow by Player Profile for the Variant Limits Game for Calculus**

Contributor(s): *Steven W Carruthers, Texas A&M University*

How might player demographics influence how they experience a learning game? In this session, the researcher shares findings and insights into investigating group differences in learning game Enjoyability by the player's sex, race or ethnicity, and gaming profile. Learn how Enjoyability was measured via a modified EGameFlow scale, in terms of Csikszentmihalyi

construct of "flow", on Variant: Limits, a learning game for high school and college calculus.

### **CLT Poster-Fake It to Make It: Game-based Learning and Persuasive Design for News Literacy**

Presenter(s): *Alex Urban, University of Missouri*

How can we motivate social media users to critically analyze potential misinformation? Video games may be one way. This poster presents research on a social-impact game, Fake It to Make It, which positions players as for-profit misinformation disseminators. Specifically, this research includes: (1) an evaluation of the game from a persuasive design lens, (2) findings on participant responses to misinformation campaigns and the game as an intervention, and (3) design recommendations for greater emotional/behavioral impact.

### **CLT Poster-International Graduate Students' Perspectives and Experiences within an Instructional Design and Development Program**

Presenter(s): *Phillip Joseph Ward, University of South Alabama*

Contributor(s): *Shelitha M McKissick, University of South Alabama*

This study will investigate the experiences of international students in a doctoral instructional design and development program at a public university in the United States. Instructional practices differ globally, which may present challenges as students become accustomed to concepts and applications of their host country. The study will address the effectiveness of blended online coursework for international students, the ability to acquire professional competencies, and the perceptions and realities of experiences in the academic program.

### **CLT Poster-Understanding Game-based Learners Using Visualized Behavioral Analysis**

Presenter(s): *Yanjun Pan, Florida State University; Xinhao Xu, University of Missouri-Columbia;*

*Jewoong Moon, Florida State University*

Contributor(s): *Fengfeng Ke, Florida State University; Zhaihuan Dai, Florida State University*

Understanding game-based learners and exploring their gaming and game-based learning behaviors are critical for learning game design and development. In this infield study, we investigated the gaming behaviors of 14 players demonstrated in a math learning game, to classify their profiles and better understand players' gaming patterns. The study findings will provide useful information on how to design and adapt learning integration to different gaming patterns during the game design and development.

**494. D&D-Course Development Efficiency for All**

2:15 pm to 2:40 pm

Muehlebach - Trianon B

Presenter(s): **Tammy McClain-Smith, Ed.D.**, ECPI University

Interest in higher education is more prevalent now than ever. As student demographics expand, universities seek to enhance programs and learning activities implemented within program courses. Enhancements such as micro-learning, adaptive learning, simulations, multimedia development, increased use of third party resources, etc. add a complexity to development, within higher education. It is important to look at the operational side of university course development. This session recommends practices to add efficiency during course development and operations.

**495. D&D-How Do Instructional Designers Apply Strategies to Manage Cognitive Load in a Standardized Instructional Scenario?**

2:15 pm to 2:40 pm

Muehlebach - Trianon A

Presenter(s): **Justin Sentz**, Old Dominion University

Contributor(s): **Jill Stefaniak**, Old Dominion University

While cognitive load theory has been grounded in experimental studies, little research has been done to examine the application of prescriptive strategies in practice. This session presents the findings of a study exploring how instructional designers managed cognitive load in a standardized scenario as they selected and implemented strategies with learners at different expertise levels. Results and trends will be presented with recommendations for developing heuristics for employing cognitive load strategies within broader content domains.

**496. DDL-Membership Meeting**

1:30 pm to 3:20 pm

Muehlebach - Truman A

Chair:

**Victoria Lowell**, Purdue University

**497. D&D-The Significance of the Critique in the Ecology of Design Studio Education**

2:15 pm to 2:40 pm

Muehlebach - Trianon C

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

We report research into the significance of the critique in the ecology of design studios at the university

level. We interviewed six studio instructors using a semi-structured, three-interview process, to better understand their perceptions about the role of the critique in shaping their overall experience as teachers. Our analysis revealed four themes which we discuss in our presentation, using the Aristotelian concept of phronesis (moral perception, deliberation, and reasoned choice) to organize our discussion.

**498. DELT-The Integration of Casual Game into Learning Evaluation to Reduce Learning Anxiety**

2:15 pm to 2:40 pm

Muehlebach - Nixon

**DELT-The Integration of Casual Game into Learning Evaluation to Reduce Learning Anxiety**

Presenter(s): **Yu-Ping Hsu**, Western Illinois University

Contributor(s): **Kuang-Chen Hsu**, University of Notre Dame

This session will focus on casual (mini) games design and how instructors and designers can use this type of games in the learning evaluation. We will discover the certain type of casual games and understand how the integration of casual games relive student's learning anxiety through the learning evaluation. The progress of casual games integrations will be discussed. In the end of this session, the details of casual games usage and their implementation will be explained.

**499. Featured Research-Quantifying the Effect of Achievement Emotions on Student's Survival in Discussion Forums of MOOCs**

2:15 pm to 3:20 pm

Muehlebach - Eisenhower

Presenter(s): **Wanli Xing**, Texas Tech University;

**Hengtao Tang**, Penn State; **Curtis J. Bonk**, Indiana University; **Meina Zhu**, Indiana University

Contributor(s): **Bo Pei**, Texas Tech University

Informed by control-value theory, an integrated framework of achievement emotions is applied in order to gain a comprehensive understanding of the role of emotions in MOOC students' experiences. We first built a machine learning model to automatically detect the achievement emotions in the forum posts. Then survival analysis was used to quantify the effect of achievement emotions on student dropout. The results show a different influencing mechanism for achievement emotions on student survival in MOOCs.

**500. GSA-Tips from Insiders: How to Publish in Journals from Journal Editors**

2:15 pm to 3:20 pm

Muehlebach - Roosevelt

Presenter(s): **Albert Dieter Ritzhaupt**, University of Florida; **Charles Hodges**, Georgia Southern University

Contributor(s): **Begum Sacak**, Ohio University; **Beheshteh Abdi**, Northern Illinois University  
Two journal editors, Albert Ritzhaupt from University of Florida and Chuck Hodges from Georgia Southern University will have a panel session on publishing in certain journals. The editors will inform AECT members on tips for publishing, the expectations of journal editors, and suggestions for writing articles for academic journals.

### 501. INTL-An Analysis on Adolescents' Learning Styles and Achievement of Language Learning with Interactive Whiteboard

2:15 pm to 2:40 pm

*Muehlebach - Tea Room*

Presenter(s): **Hsin-Tzu (Tommy) Chen**, Chinese Culture University

The purpose of the study is to analysis Taiwan adolescents' learning styles and to examine the impacts of incorporating interactive whiteboard into language instruction for Japanese learning. The results offer the concrete information for adolescent language education.

### 502. [NR]D&D-ID Students' Design Judgment Exercise and Development

2:15 pm to 2:40 pm

*Muehlebach - Truman B*

Contributor(s): **Muruvvet Demiral Uzan**, Indiana University

This multi-case study explores eight ID students' exercise and development of design judgment over a semester when working on design projects. Participants were recruited from various introductory ID courses in the USA. The findings showed that all employed their design judgment in design and when making it, they used their experience. It was also found that their design judgment development varied by person and this development was slightly by the end of the course.

### 503. OTP-The influence of attitude on training transfer: A systematic review from 1986-2017

2:15 pm to 2:40 pm

*Muehlebach - Burgundy*

Presenter(s): **Mohan Yang**, Purdue University

Contributor(s): **Tadd S Farmer**, Brigham Young University

Attitude plays a critical role in guiding individuals' behavior towards learning in a training program and

applying newly acquired knowledge and skills to workplaces. The purpose of this systematic literature review is to synthesize and critique empirical attitudinal research on transfer of training from 1986 - 2017, to identify the attitudinal factors that influence training transfer and to provide implication for future studies.

### 504. Presidential - Understanding and Addressing Social Neutrality Barriers to "Learning for All"

2:15 pm to 3:20 pm

*Muehlebach - Colonial Ballroom*

Presenter(s): **Amy C Bradshaw**, University of Oklahoma

"Learning for All" implies facilitating learning equitably and justly. But to achieve this goal, we must mitigate our own lack of understanding of issues related to equity and inclusion. This session discusses barriers to "Learning for All" that are rooted in social neutrality myths (such as meritocracy and equal access), epistemologies of ignorance, deficit ideologies, positionality and social conditioning, philosophical incoherence, and tendencies to prioritize technological means over pedagogically sound and socially just ends.

### 505. RTD-Instructional Design Research Women's Caucus

2:15 pm to 3:20 pm

*Muehlebach - Lido*

Presenter(s): **Enilda Romero-Hall**, University of Tampa; **Ana-Paula Correia**, The Ohio State Univeristy; **Kiran Budhrani**, UNC Charlotte; **Vanessa Dennen**, Florida State University

This panel session brings together female instructional design faculty and graduate students. The aim is to have a recurring panel session each year with different faculty and graduate students' voices. This panel serves as an open forum in which the panelists and members of the audience engage in conversations about women's issues with trust.

### 506. RTD-Interrelationships of Perceived and Expressed Affect-Motivational Factors and their Influence on Performance in a Wiki-Enhanced Blended Writing Course

2:15 pm to 2:40 pm

*Muehlebach - Trianon E*

Presenter(s): **Tugba Ayer**, Georgia State University

Contributor(s): **Min Kyu Kim**, Georgia State University

This study investigated how motivation and emotional factors are interrelated and influence students' self-regulatory behavior and achievement in a blended writing course. This study used objective (student log

data, text messages, and final scores) and subjective data (student survey) gathered in the fourth quarter of the semester. The findings suggested that the expressed emotions elicited from the automatic textual analysis can be used to describe students' emotions and predict their success in an online course.

**507. RTD-Taiwanese College Students' Self-Regulation Profile and its Relationship with Smartphone Usage**

2:15 pm to 2:40 pm

*Muehlebach - Trianon D*

Presenter(s): **Yang-Hsueh Chen**, National Chengchi University, Taiwan; **Yu-Ju Lin**, Purdue University  
Previously we re-validated a Short Self-Regulation Questionnaire for Taiwanese College Students (TSSRQ) and attained five factors in 22 items (Authors, 2018). In this proposal we continued to investigate students' self-regulation profiles and their demographic differences by gender, grade level, and study major. We also report group difference on TSSRQ scores in terms of smartphone usage per day to address the issue of smartphone overuse. Discussion and implications will be discussed by the time of presentation.

**508. SMT-Membership Meeting**

2:15 pm to 3:20 pm

*Muehlebach - Off-Site*

Chair:

**Dennis Beck**, University of Arkansas

**509. STC-Membership Meeting**

2:15 pm to 3:20 pm

*Muehlebach - Wilson*

**510. TED-Personalized Professional Learning: Two studies on preparing K-12 teachers for learner-centered ICT integration**

2:15 pm to 3:20 pm

*Marriott - Julia Lee B*

Presenter(s): **Allison Hall**, Arizona State University  
This session will focus on the design and impact of a personalized professional learning experience for K-12 public school teachers preparing for ICT enhanced learning environments. Quantitative and qualitative methods were used to explore the experiences of participants of a professional development program designed to meet the needs of all learners. Teacher educators and instructional program designers seeking to bridge the gap between research and practice would benefit from attending this session.

**511. TED-Technology Professional Development Research: A Decade of Progress, Problems, and Potential**

2:15 pm to 2:40 pm

*Marriott - Julia Lee A*

Presenter(s): **Janet Yin-Chan Liao**, Indiana University; **Kalianne Lund Neumann**, Oklahoma State University

Contributor(s): **T J Kopcha**, University of Georgia; **Anne Ottenbreit-Leftwich**, Indiana University

A decade ago, Lawless and Pellegrino (2007) reviewed the teacher professional development (TPD) literature from 1999-2004 and recommended focusing on three phases: The design of TPD (Phase 1), teacher outcomes related to those designs (Phase 2), and student outcomes resulting from teacher changes due to those designs (Phase 3). This paper examines the literature on TPD from 2004-2017, reporting major trends, weaknesses, and potential for future research.

**512. D&D-An instructional framework that integrates flipped learning, SNS-based learning and project-based learning to facilitate students' development of digital literacy in blended setting**

2:55 pm to 3:20 pm

*Muehlebach - Trianon B*

Presenter(s): **Hsiao-Ping Hsu**, Department of Curriculum & Instruction, University of Texas at Austin; **Wenting Zou**, University of Texas at Austin

Contributor(s): **Joan Hughes**, Department of Curriculum and Instruction, College of Education, UT-Austin; **Ting-Yu Hsu**, Graduate Institute of Information and Computer Education, National Taiwan Normal University

We propose an instructional design framework that integrates flipped learning, social learning, and project-based learning to facilitate students' development of digital literacy in K-12 context. Based on our previous proof-of-concept works, the proposed instructional framework enables social, technological, authenticity, and reinforcement affordances for digital literacy education.

**513. D&D-The Effect of Emotive Content on Knowledge Acquisition and Ethical Sense Making**

2:55 pm to 3:20 pm

*Muehlebach - Trianon A*

Presenter(s): **Tina Souders**, Old Dominion University

Contributor(s): **Jill Stefaniak**, Old Dominion University

The purpose of this experimental study was to examine the effect of emotive content on knowledge acquisition and ethical sense making using an ill-structured case example. Study materials contained a case example

(emotive or non-emotive content), open-ended, and multiple-choice questions. The addition of emotive content resulted in lower scores on the knowledge acquisition measure. The findings suggest that emotive content may distract or overwhelm learners, resulting in poorer outcomes.

**514. D&D-The Nine Events of Instruction in 2018: Reconciving Gagne’s Nine Events of Instruction for Dialogical Learning Spaces**

*2:55 pm to 3:20 pm*

*Muehlebach - Truman B*

Presenter(s): **Gurupreet K Khalsa**, University of South Alabama; **Sylvia Elaine Rogers**, Auburn University  
In an interactive exploration of how Gagné’s Nine Events can be reconceived for this century, we will engage participants in looking at a potential re-imagining of the Nine Events, focusing on student-centered learning environments that include collaboration and dialogue. Utilizing the Nine Events in interactive learning requires removing the instructor from an “authority” role and putting learning into the hands of learners. To this end, we will discuss practical considerations for educators and instructional designers.

**515. D&D-Up and Over: Differentiation and Scaffolding Among and Between Similar Degree Programs**

*2:55 pm to 3:20 pm*

*Muehlebach - Trianon C*

Presenter(s): **Barbara Miller Hall**, Northcentral University; **Jenifer B. Summerville**, Northcentral University  
Launching a new degree program is a comprehensive endeavor, and simultaneously launching multiple degree programs related to the same domain is particularly complex. This session explores the challenges of appropriately differentiating degree programs in the same domain and appropriately scaffolding the progression of cognitive rigor in standardized courses within the same degree program as well as between degrees at the undergraduate, masters, and doctoral levels.

**516. INTL-Technology Use of Underrepresented Students in China and Taiwan: Case Study**

*2:55 pm to 3:20 pm*

*Muehlebach - Tea Room*

Presenter(s): **Amy S. C. Leh**, California State University San Bernardino; **Qi Guo**, California State University San Bernardino

Contributor(s): **Ying Wei**, Yunnan Normal University  
The purpose of this study is to examine technology use of underrepresented students for learning. Quantitative and qualitative research methods were employed for the study. Data collection involved a survey, interviews, and field observations. Data were collected from 120 underrepresented students and two adults in Taiwan and China. Data analysis involved descriptive statistics, coding scheme, and content analysis. Results indicated that technologies provided at school and home to the underrepresented students were limited.

**517. [NR]DELT-Computer games in eBooks to teach climate change science**

*2:55 pm to 3:20 pm*

*Muehlebach - Nixon*

**[NR]DELT-Computer games in eBooks to teach climate change science**

Contributor(s): **Glenn Gordon Smith**, University of South Florida; **Metin Besalti**, University of South Florida; **Allan Feldman**, 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.

**518. OTP-The Attitudinal Influence on Transfer of Training: A mixed methods study**

*2:55 pm to 3:20 pm*

*Muehlebach - Burgundy*

Presenter(s): **Mohan Yang**, Purdue University  
This study aims to investigate graduate students’ attitudes towards a teaching program and identify how attitudinal factors correlate with training transfer through a sequential explanatory mixed methods design. Pre-and-post surveys are collected and the quantitative data will be analyzed first, then qualitative data analysis will focus on coding participant interviews to provide explanation for quantitative results and identify correlational patterns between attitude and training transfer to provide implication for effective instructional design of training programs.

**519. RTD-Understanding a Middle-School Teacher's Scaffolding and Troubleshooting Practices to Support Student Inquiry During Making**

2:55 pm to 3:20 pm

*Muehlebach - Trianon E*

Presenter(s): **Krista Glazewski**, Indiana University;  
**Kyungbin Kwon**, Indiana University

Contributor(s): **Hamid Nadiruzzaman**, Indiana University  
Bloomington; **Thomas Brush**, Indiana University  
The study analyzed a middle school teacher's scaffolding and troubleshooting practices to support students' inquiry. This study took place in a combined 7th and 8th-grade classroom that contained maker resources. The students engaged in a yearlong cross-disciplinary inquiry of building aquaponics systems to address sustainability. Results revealed: 1) Teacher employed a variety of hard and soft scaffolds, 2) Multiple exposures were needed, 3) Troubleshooting supported failure/frustration, and 4) Failures were regarded as opportunities for refinements.

**520. RTD-Validate Short Self-Regulation Questionnaire for Taiwanese College Students to Assess its Correlation with Smartphone Addiction**

2:55 pm to 3:20 pm

*Muehlebach - Trianon D*

Presenter(s): **Yang-Hsueh Chen**, National Chengchi University, Taiwan; **Yu-Ju Lin**, Purdue University  
Self-regulation (SR) is an important personal trait but measurements of general SR remain limited especially in Asian countries. In this study we re-validated Carey, Neal, and Collins' (2004) Short Self-regulation Questionnaire based on a national sample of 1,998 Taiwanese college students. Five factors were obtained, including Goal Attainment, Mindfulness, Adjustment, Proactiveness, and Goal Setting. Preliminary analysis indicated that self-regulation negatively correlated with college students' smartphone addiction, especially for the Mindfulness and Goal Setting dimensions.

**521. TED-Fostering the Development of a Revision Task Schema with an Online Revision Tool**

2:55 pm to 3:20 pm

*Marriott - Julia Lee A*

Presenter(s): **Kalianne Lund Neumann**, Oklahoma State University

Contributor(s): **T J Kopcha**, University of Georgia  
This study examines how repeated use of an online revision tool affects the development of revision task schema and writing achievement in secondary students. Sixteen secondary students wrote three

essays, conducted peer review using the revision tool, and reflected on their process. Results indicate increased rubric scores on each essay and a shift in the process of revision from implementing surface-level feedback to making substantive text-based changes and critically considering surface-level feedback before implementing it.

**522. Committee: Professional Ethics (Fri)**

3:35 pm to 4:40 pm

*Muehlebach - Taft*

**523. D&D-Addressing Diversity In Higher Education Through Problem-Solving Based Personalized Learning**

3:35 pm to 4:00 pm

*Muehlebach - Trianon B*

Presenter(s): **Lin Zhong**, Southern Illinois University Carbondale

Personalized learning has been advocated to customize learning experience for nontraditional students to meet their unique needs of teaching and learning but effectiveness of personalized learning is mixed. To advance understanding of personalized learning and improve design practice, this study proposed a problem-solving based personalized learning design model as an alternative approach to designing personalized learning. Sample design was also included to help better explain the model.

**524. D&D-Designing for Empathy: Youth Engineering for Other's Needs**

3:35 pm to 4:00 pm

*Muehlebach - Truman B*

Presenter(s): **Jennifer L. Weible**, Central Michigan University

Abstract: This research examines how youth used empathic design (Koskinen & Battarbee, 2003) to create a prototype desk design on a field trip to a makerspace. The goal was to examine how the addition of elements of empathic design within the makerspace activities can enable more equitable learning through making. Youth demonstrated each phase of the empathic design (Kouprie & Visser, 2009) as they created a product to meet their partner's needs and not wants.

**525. D&D-Facilitating "Learning for All" through the Preparation of the Next Generation of Instructional Designers**

3:35 pm to 4:40 pm

*Muehlebach - Lido*

Presenter(s): **Jason K McDonald**, Brigham Young University; **Patricia J Slagter van Tryon**, East Carolina University; **Atsusi Hirumi**, University of Central Florida; **Patricia Young**, Uni. of Maryland Baltimore Co.

The next generation of instructional designers need to be prepared to better facilitate “Learning for All” in the 21st century and beyond. Four instructional design educators will discuss challenges they have faced and approaches they have tried in their own courses to address these challenges. We will also invite attendees to share what they have done themselves to provide enhanced learning opportunities for the diverse populations whom they teach.

**526. D&D-Instructional Strategies Promoting the Development of Professionalism in Graduate Education**

3:35 pm to 4:00 pm

*Muehlebach - Trianon A*

Presenter(s): **Jasmine Choi**, The University of Georgia; **Ikseon Choi**, The University of Georgia

Promoting professionalism has been one of the important goals in graduate education. Yet, the concept is unclear, and is a challenge for instructional designers to design and implement learning environments promoting professionalism. In response, we propose a theoretical conceptualization of professionalism in graduate education. We then examine students’ learning experiences promoting professionalism through a graduate student training program. Through a qualitative case study, results show interdisciplinary collaboration and community engagement as learning influencing students’ professionalism.

**527. D&D-Learning Computational Thinking By Stem-integrated Learning Approach in 4th Grade Flipped Classroom**

3:35 pm to 4:00 pm

*Muehlebach - Trianon C*

Presenter(s): **Xing Li**, Central China Normal University; **Kui Xie**, The Ohio State University

Contributor(s): **Yi Zhang**, Central China Normal University

In this project, we developed a computational thinking-based integrative STEM approach with real-world problem solving in flipped classroom. In this session, we will discuss the framework of the integrative STEM flipped class. We will also present the implementation and outcomes of this project. This presentation will be particularly useful for researchers interested in Computational Thinking and its applications in STEM education, in particular and K-12 education in general.

**528. DDL-ePortfolios: A Digital Story for Students, Administrators, and Employers**

3:35 pm to 4:40 pm

*Muehlebach - Truman A*

Presenter(s): **Diane Austin**, University of South Florida

There is a movement toward ePortfolios for student and academic program assessment, professional development, and job-searching. It’s created a need for the professionals teaching and mentoring students to implement a better method for assessing learning and preparing students professionally. This is a story for students, job-searchers, administrators, and employers about how a university program designed and implemented student ePortfolios that turned into a win-win-win scenario for the students, the graduate program, and employers.

**529. DDL-Establishing a professional learning network in graduate education: Bumps and benefits**

3:35 pm to 4:00 pm

*Marriott - Andy Kirk A*

Presenter(s): **Angela van Barneveld**, Lakehead University

This 30-minute concurrent session focuses on learners’ development of a professional learning network, through online social and learning interactions. The context is an asynchronous online class in a graduate education program. Learners engaged with Twitter and used blogs to reflect upon their experiences. A risk-taking/engagement model that emerged from learner blogs will be discussed. This is primarily a practitioner session, grounded in the research literature on social media for learning.

**530. DDL-New Board of Directors Meeting**

3:35 pm to 4:40 pm

*Muehlebach - Rendezvous*

Chair:

**Victoria Lowell**, Purdue University

**531. DELT-A Machine Learning incorporated qualitative data analysis method**

3:35 pm to 4:00 pm

*Muehlebach - Nixon*

Presenter(s): **Chenglu Li**, University of Texas at Austin; **Zilong Pan**, University of Texas at Austin

In this research, we proposed a machine learning (ML) assisted strategy to facilitate manual qualitative coding process. The accuracy of this ML model had reached 83.33% compared to the same sets of data which coded by human researchers. This model attempted to optimize the efficiency of analyzing text-

heavy qualitative data by creating a strategy that takes advantages from both ML and human researchers.

**532. DELT-Visualize Learner Behavior in Serious Game Using Gameplay Log Data: A Case Study Based on Learner Characteristics**

3:35 pm to 4:00 pm

*Muehlebach - Hoover*

Presenter(s): **Sa liu**, The University of Texas at Austin

Contributor(s): **Ishari Amarasinghe**, Universitat Pompeu Fabra (UPF) , Barcelona

This case study examined college students game play behavior in a Serious Game using gameplay log data. Learner academic characteristics include prior content knowledge, goal oriented and game performance, and cognitive characteristics include gameplay experience and metacognition are examined. Chord diagram visualization on learner behavior involved with three types of game feature visits are presented. Preliminary analysis on learner behavior and characteristics are discussed. Future research is suggested.

**533. Featured Research-Design review of MOOCs:**

**Application of e-learning design principles**

3:35 pm to 4:40 pm

*Muehlebach - Eisenhower*

Presenter(s): **Eunjung Grace Oh**, University of Illinois at Urbana-Champaign; **YunJeong [Eunice] Chang**, University at Buffalo, SUNY; **Thomas C. Reeves**, The University of Georgia

Contributor(s): **Seung Won Park**, Sungkyunkwan University

This study reviews the pedagogical design of MOOCs using the evidence-based e-learning principles. MOOCs have become an important part of discourse in higher education. Yet, there has been shared concern on the quality of MOOCs as learning systems for engaging learners as well as fulfilling their needs. Three researchers conducted a design review of 40 STEM MOOCs. Findings indicate areas and extent to which e-learning principles are applied and implications for research and practice.

**534. INTL-Increasing AECT Impact in Other Countries: Reflections on the 2018 President's In-Country Experiences with the International Division Officers**

3:35 pm to 4:40 pm

*Muehlebach - Tea Room*

Presenter(s): **Eugene Kowch**, University of Calgary - Faculty of Ed; **Briju Thankachan**, Ohio University; **Szu-Yueh Justine Chien**, University of Wisconsin-

Extension; **Suthanit Wetcho**, Chulalongkorn University; **Cheolil Lim**, Seoul National University

Contributor(s): **Aytekin Isman**, Sakarya University; **Noyuri Mim**, Future University Hakodate

In 2018, our AECT President (A Canadian) has been invited to offer talks, Keynote speeches and to hold many AECT meetings in many countries. AECT's international impact and service is a major interest for Dr. Kowch. Join the AECT International Division leaders here as we learn together by quickly sharing and comparing Dr. Kowch's in-country experiences with International Division officers and session attendees in a search for important trends, constraints and enablers for member careers in different countries. What can AECT do to improve member lives? What should we do? The similarities and differences among issues and trends affecting AECT member careers, research and practice are surprising and familiar – can we learn together about how to offer the world our best? Join us!

**535. OTP-An Institution's Training Program on Blended Learning: Development, Innovation, and Impact**

3:35 pm to 4:00 pm

*Muehlebach - Burgundy*

Presenter(s): **Hong Wang**, Northern Virginia Community College

Blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences. Research shows that faculty needs professional development and support to get prepared for successful development and teaching of blended courses. This session will share how an institution has re-developed a training program on blended learning based on learning theories and faculty feedback, along with its innovation for an effective process and greater learning impact.

**536. Presidential - What should the future of peer-reviewed scholarly publishing in educational technology look like?**

3:35 pm to 4:40 pm

*Muehlebach - Colonial Ballroom*

Presenter(s): **George Veletsianos**, Royal Roads University; **Albert Dieter Ritzhaupt**, University of Florida; **Vanessa Dennen**, Florida State University; **Rick West**, Brigham Young University; **Tonia A. Dousay**, University of Idaho; **Enilda Romero-Hall**, University of Tampa; **Ross Perkins**, Boise State University

Panelists and attendees will discuss and explore a variety of perspectives on what the future may hold for educational technology journal publishing. Is



the current status the best possible way for rigor, relevance, diversity, and impact to flourish? Or, are there better ways? What are some of the opportunities and challenges associated with radically different futures, ones that depart from the current traditions of scholarly publishing? Panelists will put forth a short (~2 minutes) thesis or proposal, and will then facilitate an interactive conversation with all participants around these topics. Some of the questions we anticipate answering are the following: How are we to maintain and improve the quality of educational technology journals? What is the role of scholarly associations in the journal publishing business? Should we only publish and review for open access journals? Do we risk losing credibility as a field if the quality of our peer-reviews are not constructive? Whose responsibility is it to ensure only quality scholarship is published in a journal? What approaches have been explored in other fields that could be beneficial in our field? Should we trust metrics evaluating journals (e.g., impact factors) or should we place more emphasis on article-impact metrics? Should peer-reviewers be paid? Should peer-review be eponymous and posted publicly?

**537. RTD-Approaches to Missing the Grand Canyon: Handling Nested and Missing Data for Virtual GeoScience Field Trips**

3:35 pm to 4:00 pm

*Muehlebach - Trianon D*

Presenter(s): **Andrew Walker**, Utah State University

Contributor(s): **Natalie Burszty**n, California State University - Fullerton; **Brett Shelton**, Boise State University

Narrow participation in Science, Technology, Engineering and Mathematics (STEM) disciplines extends into the geosciences. Current introductory level geoscience education fails to effectively engage students. This study examines the gains in geoscience content comprehension and motivation to study geosciences after 1-3 virtual field trips. Data are nested and imputed after being treated as missing at random. Participants (N=1000) experienced minor cognitive and more pronounced motivational gains that were robust to differences in gender.

**538. RTD-Scaffolding Middle-School Students in a PBL Makerspaces Unit: Scaffolding Means vs Scaffolding Intentions**

3:35 pm to 4:00 pm

*Muehlebach - Trianon E*

Presenters: **Kimberly Farnsworth**, **Scarlett Winters**; **Krista Glazewski**, Indiana University

Contributor(s): **Susan Ellard**, Indiana University; **Douglas Berry**, Indiana University; **Thomas Brush**, Indiana University

This session covers a mixed-methods research study of scaffolding strategies used in a middle-school problem-based learning (PBL) environment. Rooted in cognitive psychology and instructional design theory, the study explores different types of scaffolding used by teachers to support all learners of varying ability levels over five days of instruction. Video data include classroom observations and teacher interviews. A discussion of scaffolding strategies used by instructors and how they relate to instructor goals will be included.

**539. STC-AltSchool: Implementing Personalized Learning with Technology**

3:35 pm to 4:00 pm

*Muehlebach - Wilson*

Presenter(s): **Yeol Huh**, Emporia State University; **Dabae Lee**, Emporia State University

Contributor(s): **Charles Morgan Reigeluth**, Indiana University

With growing interest in personalized learning (PL), there are some microschools representing themselves as PL schools including AltSchool, which has received a tremendous amount of investment so far. Their PL practice and their technology tools to support PL are analyzed based on the PIES and the PL framework using content analysis method.

**540. TED-Clearing Up Misconceptions about TED and SMT**

3:35 pm to 4:40 pm

*Marriott - Julia Lee B*

Presenter(s): **Jason Siko**, Madonna University; **Michele Stork**, Florida Gulf Coast University

Contributor(s): **Paige Hale**, Eastern Kentucky University; **Craig Shepherd**, University of Wyoming

Unsure about the purpose of the Teacher Education and School, Media, and Technology divisions? So were we! Panelists representing leadership from both divisions will discuss the similarities and differences between them, as well as discuss ongoing collaborative efforts between the two divisions.

**541. TED-Exercises of voice, choice and collaboration in a Personalized Learning Initiative**

3:35 pm to 4:00 pm

*Marriott - Julia Lee A*

Presenter(s): **Trang Phan**, Fresno state

Contributor(s): **Laura Alamillo**, California State University, Fresno  
The district's Personalized Learning Initiative (PLI) committed to transforming instructional tasks, creating spaces for collaboration, voice and choice for the PLI teachers and students. The teachers and students used various web-based technologies for collaboration with peers, had more choices in teaching and learning and voice in making instructional decisions through meaningful integration of technology. The PLI 1) equips students with 21st century skills competences and 2) optimizes teaching practices that realize student's full potentials.

**542. D&D-Developing Individual Design Skills within a Multi-disciplinary Group Project: Use of a Flipped Model**

4:15 pm to 4:40 pm

*Muehlebach - Trianon C*

Presenter(s): **Iryna Ashby**, Purdue University

Contributor(s): **Marisa Exter**, Purdue University  
This design case describes the use of a flipped model to encourage individual work and collaboration rather than a divide-and-conquer approach to multi-disciplinary group projects. The Educational Software Design course presented poses unique challenges due to the multi-disciplinary nature of both the course material and the students enrolled. The addition of online discussions pushed students outside of their comfort zone to apply what they learned individually and critique other's work before integrating into the collaborative project.

**543. D&D-Encouraging Innovation and Effectiveness in ID: Design Culture, Thinking, and Practice**

4:15 pm to 4:40 pm

*Muehlebach - Truman B*

Presenter(s): **Abbie Brown**, East Carolina University

Contributor(s): **Tim Green**, California State University, Fullerton  
Instructional Design literature provides descriptions of successful, procedural, design models. However, it does not provide much information about design generally. This presentation is a synthesis of the literature of design in general with specific approaches cited in fields including architecture, the automotive industry, engineering, fashion, the performing arts, as well as instructional design, and concludes with a discussion of what ID might adopt and adapt from other design disciplines to foster professional development and expertise.

**544. DDL-Exploring the Interaction and Communication Aspects between Instructors and Students in Social Media Use**

4:15 pm to 4:40 pm

*Marriott - Andy Kirk A*

Presenter(s): **Lien Thi Xuan Nguyen**, Texas Tech University; **Danh Ngoc Nguyen**, Texas Tech University

This study was to explore the use of social media in educational activities, especially the instructor-student interaction and communication aspects to enhance teaching pedagogies and students' learning in an online environment. It also explored the benefits of social media to gain an in-depth understanding of interaction and communication. We found significant findings related to social media usage in the online learning environment. The findings and implementation contributed to supporting instructors to select and use social media effectively in the online environment.

**545. D&D-Open Educational Resources (OER) as a Path to Accessibility in Educational Statistics**

4:15 pm to 4:40 pm

*Muehlebach - Trianon B*

Presenter(s): **Tara Bunag**, University of the Pacific  
Open Educational Resources (OER) were identified, modified, and tested for use in a doctoral level educational statistics course. Focus was on creating easy to use materials for novice statistics students who are blind, and all materials were tested thoroughly. Participants in the session will leave with specific, practical approaches they could use when designing and testing either accommodations or for accessibility.

**546. D&D-The Use of Reflective Questioning as a Peer Coaching Strategy in an Asynchronous Online Cognitive Apprenticeship**

4:15 pm to 4:40 pm

*Muehlebach - Trianon A*

Presenter(s): **Jennifer Brown**, Old Dominion University; **John Baaki**, Old Dominion University

Contributor(s): **Jill Stefaniak**, Old Dominion University; **Gail Dickinson**, Old Dominion University

There is a paucity research in regard to appropriate coaching strategies for online, asynchronous learning environments. This study sought to determine if there is a difference between in cognitive presence between learners who utilized peer coaching with guided reflective questions and learners who only utilized peer coaching. Findings and implications for use of coaching activities during instruction will be discussed in greater detail.

**547. DELT-An Augmented Reality Application for Providing Guidance on New Technologies in Emerging Learning Spaces**

4:15 pm to 4:40 pm

Muehlebach - Nixon

Presenter(s): *Sarinporn Chaivisit*, Oklahoma State University; *Tutaleni I. Asino*, Oklahoma State University; *Younglong Kim*, Oklahoma State University; *Frances Alvarado-Albertorio*, Oklahoma State University; *Thanh Do*, Oklahoma State University; *Cathy Green*, Oklahoma State University; *Kathy Essmiller*, Oklahoma State University

Contributor(s): *Wilmon Brown III*, Oklahoma State University

This proposal presents research on an Augmented Reality (AR) application that assists pre-service teachers to understand the concept of using new technological devices in learning spaces. The AR application enables users to trigger a 3D object on a technological device they wish to learn about. Afterward, the instructions displayed on an iPad app screen will guide the users. This study examines the effectiveness of this AR application through field experiments with pre-service teachers.

**549. RTD-An Exploration of the Joint Trajectories of Behavioral, Affective, and Cognitive Engagement in a Blended Course**

4:15 pm to 4:40 pm

Muehlebach - Trianon E

Presenter(s): *Tugba Ayer*, Georgia State University

Contributor(s): *Min Kyu Kim*, Georgia State University

This exploratory study examined the dynamics in the changes of behavioral, affective, and cognitive engagement in the context of a wiki-enhanced blended course. The findings of the study demonstrated the interrelated joint trajectories of the learner engagement variables. Also, in addition to survey data, objective measures such as expressed emotions detected from the analysis of the text messages in the wiki showed the high potential for evidence-based learner engagement research.

**550. RTD-Story Unfolds: An Emerging Community of Practice among Instructional Designers at a Large Midwestern University**

4:15 pm to 4:40 pm

Muehlebach - Trianon D

Presenter: *Jiaqi Yu*, Iowa State University

Contributor: *Constance Hargrave*, Iowa State University

This study intends to examine the perceptions and experience of four instructional designers working

in an online learning center at a large Midwestern University guided by the concept of Communities of Practice (CoPs). The preliminary findings indicated that the participants were able to build an emerging community of practice while sharing their common struggles, tacit knowledge of design issues, and useful strategies on interpersonal communication. The results of this study will reveal how a group of instructional designers evolved into a community of practice, which will provide significant implications for the professional preparation and development of instructional designers in the higher education contexts.

**551. SMT-Introducing virtual reality into environmental education: develop 21st century skills and environmental literacy through creating virtual reality artifacts**

4:15 pm to 4:40 pm

Muehlebach - Hoover

Presenter(s): *Hsiao-Ping Hsu*, Department of Curriculum & Instruction, University of Texas at Austin; *Wenting Zou*, University of Texas at Austin; *Yi Shi*, the University of Texas at Austin

Contributor(s): *Ting-Yu Hsu*, Graduate Institute of Information and Computer Education, National Taiwan Normal University; *Joan Hughes*, Department of Curriculum and Instruction, College of Education, UT-Austin

Many teenagers today are obsessed with the Internet, which results in a disconnection from the environment. We proposed an instructional design framework to involve K-12 students as virtual reality content creators to introduce local environment, which aims to develop their 21st century skills and environmental literacy. Through flipped learning and spiral project-based learning experiences, 32 middle school students, in an afterschool program (proof-of-concept work), showed significant improvement in their 21st century skills and environmental literacy.

**552. STC-Instructional Overlay in a Learner-Centered Learning Process**

4:15 pm to 4:40 pm

Muehlebach - Wilson

Presenter(s): *Minkyung Kim*, Texas Tech University

Contributor(s): *Charles Morgan Reigeluth*, Indiana University

An instructional overlay is full instruction for all kinds of learning and is overlaid onto another main learner-centered learning process. For optimal support, the instructional overlay stresses providing just-in-time support for those in the process of learning. This study explored ways to provide personalized instructional

overlay with the appropriate media at the appropriate time and the appropriate classroom culture in the collaborative project-based learning (PBL). Using a formative research method, this research developed a series of guidelines.

**553. TED-Tangible User interfaces to Foster Factors of Computational Thinking Among Pre-Service Educators**

*4:15 pm to 4:40 pm*

*Marriott - Julia Lee A*

Presenter(s): **Laurie O. Campbell**, University of Central Florida

Contributor(s): **Samantha Heller**, University of Central Florida

One hundred and eighty pre-service educators participated in a professional development as part of a capstone requirement for teacher certification. Tangible User Interfaces (TUI) were incorporated to introduce factors of computational thinking including: abstraction, decomposition, pattern recognition, and algorithmic thinking. This session will describe the study, its results, and how tangible user interfaces can be used to foster computational thinking in a group of preservice teachers. Implications for implementing TUIs as a pedagogical approach to fostering factors of computational thinking will be shared.

**554. AECT Membership Meeting**

*4:55 pm to 6:00 pm*

*Muehlebach - Colonial Ballroom*

**555. University Reception**

*6:15 pm to 7:30 pm*

*Muehlebach - Imperial Ballroom*

### 556. 2019 National Convention Planning

7:30 am to 8:30 am

Muehlebach - Truman A

### 557. Intern Meeting - 4 Saturday

7:30 am to 8:30 am

Muehlebach - Colonial Ballroom

### 558. AECT -Board of Directors Meeting II

8:30 am to 12:00 pm

Muehlebach - Truman B

### 559. Creating Text Adventures, Branching Narratives, and Case-Based e-Learning Tools with Twine

9:00 am to 12:00 pm

Muehlebach - Taft

Presenters

**Lucas John Jensen**, *Georgia Southern University*

This workshop will survey the evolution of text-based adventure games and branching narratives, with a particular focus on the free, open source, HTML-based game engine Twine. Attendees will create a rudimentary video game, a branching narrative story, a case-based learning project, and a prototype during this session, then shown how to share, upload, and embed their work.

### 560. Culturally Responsive Instructional Design in the Online Environment

9:00 am to 12:00 pm

Muehlebach - Nixon

Presenters

**Amy Marie Grincewicz**, *Kent State University*

Culturally responsive pedagogy and practice facilitates and supports the achievement of all students. In designing online courses for multicultural diversity, designers must both implement instructional design best practices, but also pay special attention to designing course structure, components, and interaction opportunities that attend to the cultural diversity of students. The purpose of this workshop is to promote culturally responsive instructional design in online courses by having participants develop culturally responsive online course materials.

### 561. Making Thinking Visible with Technology

9:00 am to 12:00 pm

Muehlebach - Eisenhower

Presenters

**Clif Mims**, *University of Memphis*

With freely available Web 2.0 tools and mobile apps students can be empowered to provide evidence of their thinking and demonstrate their understanding of course content in multiple ways (text, images, audio, video, presentations, artwork, and more). Lessons and activities that integrate the Visible Thinking routines with technology often simultaneously incorporate 21st century skills. Thus, Making Thinking Visible with Technology (MTVT) provides opportunities to embed students in rich learning opportunities that weave together many of the tenants and best practices for which educational innovations and reform measures call. Strategies for designing lessons and practical tips for implementation will be shared. This session is BYOD. "It's not about the technology. It's about learning."

### 562. Mixed Methods Research Techniques: A Step by Step Approach for Instructional Design Researchers

9:00 am to 12:00 pm

Muehlebach - Roosevelt

Presenters

**Zahira Merchant**, *San Francisco State University*

Identifying yourself as a quantitative researcher or a qualitative researcher may limit your ability to explore a broader range of research questions. Where qualitative researchers report on how and why of the research questions, the quantitative researchers inform about how many, who, where, and when. Either can give only a part of the complete picture. Then, why not consider using mixed method research design? Learn how to decide if mixed methods approach is the correct paradigm to apply, to develop mixed methods research questions, explore the role of sampling, to compare and contrast the mixed methods approach with quantitative and qualitative research approach.

### 563. Redesign Your Course into a Competition-Based Game-Show Format

9:00 am to 12:00 pm

Muehlebach - Hoover

Presenter

**Kiran Budhrani**, *UNC Charlotte*

This workshop highlights strategies to redesign your course into a semester-long game-show that develops students' skills while promoting active learning and fun in the classroom. Participants will apply the "Iron Chef" game show as an anchor to convert an existing classroom-based course to a competition-based curriculum with rewards and challenges. Participants will be expected to work redesign their course and present a "game plan."

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- 451 INTL-The Interplay of the L2 Motivational Self System and Individual Variables in Technology-enhanced Learning Environments: An SEM Approach
- 467 INTL-Instructors' Reasons and Considerations in Designing MOOCs: A South East Asian's Perspectives
- 483 INTL-Using Video Games to Enhance Academic Writing Experiences of Language Learners.
- 501 INTL-An Analysis on Adolescents' Learning Styles and Achievement of Language Learning with Interactive Whiteboard
- 516 INTL-Technology Use of Underrepresented Students in China and Taiwan: Case Study
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- 234 [NR]LDC Roundtable-Reach Them to Teach Them through Mentoring and Leadership
- 267 LDC-AECT 2017 Leadership Intern Class Project: Facilitating Organizational Advancement through Membership Data Analysis

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300 LDC-AECT's Mid-Career Professionals Initiative

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411 Presidential - Defining and describing learning: A World Café guided discussion

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## Intersections across disciplines: Interdisciplinarity and learning design

2019 Summer Research Symposium Call for Proposals

The 2019 Association for Educational Communication and Technology (AECT) Summer Research Symposium is soliciting research-supported papers for a symposium on **Interdisciplinarity and learning design**. It will be held in Bloomington, Indiana, July 17-18, 2019 in conjunction with the regular AECT Summer Leadership Meetings. The resulting book will be published by Springer. This year, all AECT journals, including ETR&D and TechTrends will have editors or representatives participate, recruit future reviewers and solicit articles for possible publication.

We seek to examine how learning and the design of instruction is interdisciplinary and connective both in terms of research and practice. This framework will shape our interactions, our discussions, and the informal context of the symposium. Proposals are solicited on multiple levels including research and practice on learning across disciplines, including instructional design and how design thinking is inherently interdisciplinary. How learning is designed for general audiences or for purposely integrated educational experiences may also be examined.

We expect an interesting range of contributions, from traditional research studies to design cases and opinion pieces supported by literature and/or practice. Examples and experiences from outside the traditional boundaries of instructional design and educational technology will also enrich the discussion.

The Symposium will begin the morning of July 17, 2019 and end on July 18, 2019 at the end of the day. It is the goal of the symposium to gather together a select group of scholars to share research for real dialogue and deep discussions about learning experience and learning design. Using Art of Hosting techniques for engaged conversation, **we will have very intense and deep discussions of each proposed chapter**. Social and recreation events will be developed to engage the participants more fully with the topic of design; non-electronic work periods will be used to examine the field from different view-points. The conference fee (with some included meals) is expected to be around \$180.

Proposals of 750-1000 words will be accepted through March 15, 2019. Should a proposal be accepted, the author will be asked to commit to:

- Strictly adhering to the presentation and discussion guidelines for the symposium.
- Advancing the initial proposal into a 2500 word draft suitable for discussion by June 1, 2019. Failure to provide the full draft paper by June 1, 2019 may result in a rescinding of the proposal acceptance.
- Commit to reading most of the accepted papers from other presenters prior to attending the symposium. Attendees will be given access to all of the presenters' papers after June 1, 2019.
- Attend the full symposium (including all sessions and workshops) and actively participate in all collaborative and/or group activities.
- Based on feedback and collaboration from symposium attendees, make adjustments to your initial draft and resubmit a draft for review by other chapter authors by September 15, 2019; to review other chapters, comment, and to submit a final draft by December 1, 2019.
- Review authors proofs in a timely manner in preparation for publication in an upcoming Springer Press symposium book with an anticipated publication date of October, 2020.

### Schedule:

March 15, 2019: Abstracts due: 1000 word max.  
April 15, 2019: Chapters selected  
June 1, 2019: Selected Chapters Due  
July 17-18, 2019: Symposium

\*Submissions through <http://www.aect.org>

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