Welcome to the 2009 AECT Convention!

This year’s theme is *Integrative Approaches: Meeting Challenges*. Given developments in research, technology and society, professional practice in the various disciplines that comprise the AECT community continue to change and evolve. To meet the challenges posed by ongoing changes, we need serious and sustained efforts to (a) actively incorporate findings from multiple disciplines, (b) involve key stakeholders at multiple levels of involvement in transforming education and training, (c) integrate technologies seamlessly into learning, instruction and performance, (d) dynamically interweave research, practice and theory development, and (e) demonstrate what works when and why with regard to improving learning, instruction and performance. Meeting these challenges is an ambitious undertaking.

In keeping with our theme, this year’s conference involves two innovative kinds of sessions: (a) Integrative Panels, and (b) Present@Distance. The former involves presenters from multiple disciplines and perspectives to discuss a central and focused issue. The latter involves remote presenters (Ward Cates initiated these when he was President-elect) in an effort to promote the use of technologies that are changing our lives as designers, developers, media specialists, researchers, teachers, and trainers. Our broad integrative approach theme involves these sub-themes: (a) transforming learning and instruction, (b) linking design and development with learning and performance, (c) establishing the benefits of integrative and interdisciplinary approaches, (d) exploring new media in learning, instruction and performance, (e) assessing and evaluating educational technology applications, and (f) integrating social networking and distributed media into learning and instruction.

This year’s highlights include several special events that are open to all conference participants. The Wednesday evening Division and Affiliate Welcome Reception offers you a chance to learn about divisions’ and affiliates’ conference and yearlong activities and sign up to join members for dinner. Thursday afternoon, the D&D Showcase and University Reception will be held in the exhibit area with a one-hour overlap and refreshments. Thursday evening the International Division will have its annual dinner and auction event. The ECT Foundation is sponsoring a Friday evening riverboat cruise with dinner and refreshments. In addition to these special events, there are three outstanding keynote presentations and many presidential sessions and integrative panels that warrant your serious consideration. Several of these high profile sessions will be held Saturday morning, including a panel of distinguished journal editors discussing scholarly publication from their various perspectives.

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

J. Michael Spector  
University of Georgia  
Conference Chair

Barbara Lockee  
Virginia Tech  
Conference Planner

Miriam Larson  
Virginia Tech  
Conference Planner
Get Connected with AECT.

Join us in discovering the benefits of the latest technological advances in learning and communication.

Learn with us in workshops, lectures and presentations given by the leaders in their fields.

Publish with us in our peer reviewed journals and publications, and have your research reach a wider critical audience, in print and online.

Network with us at our Summer Institute and Fall International Leadership and Technology Convention and meet like-minded professionals and share your common interests and solutions.

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1800 N. Stonelake Drive • Bloomington, IN 47404
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Tuesday, October 27
8:00am – 5:00pm • AECT/ISMF Registration Open
8:00am – 5:00pm • AECT Technology Center Open
9:15am – 4:00pm • Professional Development Workshops
1:00pm – 4:45pm • AECT Board of Directors
2:15pm – 4:30pm • Volunteer Training
6:00pm – 9:00pm • AECT & ECT Foundation Joint Board Dinner & Leadership Session

Wednesday, October 28
7:00am – 5:00pm • AECT/ISMF Registration Open
9:00am – 4:30pm • International Hospitality & Graduate Student Centers Open (Sampson)
1:00pm – 4:30pm • SICET Conference Keynote Presentations & Roundtables (Willow)
9:15am – 12:30pm • Professional Development Workshops
8:00am – 9:00am • Division Board of Directors Meetings
9:15am – 11:30am • Instructional Design & Technology Professor’s Forum (Beckham)
9:15am – 4:30pm • Affiliate, Committee & Other Governance Meetings (see meeting schedules)
1:00pm – 5:00pm • Job Placement Center Open to Accept Job & Resume Postings (Sampson)
12:30pm – 3:30pm • ECT Foundation Board Meeting
1:00pm – 5:00pm • Division Board Meetings, AECT Committee Meetings
1:00pm – 4:30pm • Concurrent, Presidential, & Special Sessions
1:00pm – 1:30pm • PacifiCorp Design Competition Orientation
1:30pm – 3:30pm • PacifiCorp Design Competition
3:30pm – 4:30pm • 2010 PacifiCorp Planning Meeting
3:30pm – 4:30pm • First Timer’s Orientation Session
4:45pm – 6:00pm • First AECT General Session (Archibald)
Keynote Speaker: Peter Goodyear
6:00pm – 7:30pm • AECT Welcome Reception (Cochran)

Thursday, October 29
7:00am – 5:00pm • AECT/ISMF Registration Open
9:00am – 4:30pm • Joint International Hospitality Center, Graduate Student Lounge & Job Placement Center Open (Sampson)
8:00am – 9:00am • Governance & Committee Meetings
8:00am – 2:00pm • Concurrent Sessions
8:00am – 2:00pm • Presidential & Special Sessions
8:00am – 2:00pm • SICET Concurrent Sessions
8:00am – 2:00pm • GSA Special Sessions (Laffoon)
9:15am – 11:30am • Reflection Paper Presentation Sessions (formerly known as Posters)
11:45am – 1:00pm • Design & Development/Research & Technology Awards Luncheon
1:00pm – 2:00pm • Roundtables & Reflection Paper (Poster) Discussion Sessions
2:15pm – 3:45pm • Second AECT General Session (Grand Ballroom A)
Keynote Speaker: Daphne Rainey
3:00pm – 5:00pm • Design & Development Showcase & Presentations (Wetherby Hall)
4:00pm – 5:00pm • SICET General Sessions (Willow & Dogwood)
4:00pm – 6:00pm • University Receptions (Wetherby Hall)
6:00pm – 7:00pm • SICET Board of Directors Meeting (SICET Suite)
6:00pm – 9:00pm • International Division Dinner & Auction (Combs Chandler)
6:30pm – 9:00pm • ISMF Opening Event

Friday, October 30
7:00am – 5:00pm • AECT/ISMF Registration Open
7:00am – 6:00pm • ISMF Workshops & Entry Viewing
7:30am – 9:00am • School Media & Technology / Teacher Education Breakfast (Clements)
8:00am – 10:30pm • ECT Foundation Board of Trustees
8:00am – 10:15am • Governance, Committee & Membership Meetings
8:00am – 10:15am • Concurrent Sessions
8:45am – 10:15am • Design & Development Award Winners’ Presentations (Nunn)
9:00am – 4:30pm • Joint International Hospitality Center, Graduate Student Lounge & Job Placement Center Open (Sampson)
9:15am – 10:15am • Roundtable & Reflection Paper (Poster) Discussion Session (Coe)
9:15am – 10:15am • Research & Development McClusky Award Presentation
9:15am – 4:30pm • Presidential & Special Sessions
10:30am – 11:30am • Third AECT General Session (Grand Ballroom A)
   Speaker: Andrei Podolskij
11:45am – 1:00pm • Distance Learning Division Luncheon
11:45am – 12:00pm • Past President’s Council Reception (Presidential Suite)
12:30pm – 2:00pm • Past President’s Luncheon (Nunn)
11:45am – 1:00pm • Minorities in Media Luncheon (Breathitt)
1:00pm – 2:00pm • McJulien Lecture (Breathitt)
1:00pm – 4:30pm • GSA Special Sessions (Laffoon)
1:00pm – 4:30pm • Membership Meetings
1:00pm – 4:30pm • Roundtable & Reflection Paper (Poster) Discussion Sessions
2:15pm – 3:15pm • Minorities in Media Business Meeting (Breathitt)
2:15pm – 4:30pm • ETR&D Open Journal Meeting followed by the Distinguished Development & Young Scholar Presentations (Beckham)
3:30pm – 6:00pm • ISMF Student Presentations & Vendor Fair
4:45pm – 6:00pm • AECT General Member Meeting, Awards & Candidate Speeches (Grand Ballroom A)
6:00pm – 7:00pm • AECT Affiliates Reception (Presidential Suite)
6:00pm – 9:30pm • ISMF Awards Ceremony
8:00pm – 10:30pm • ECT Riverboat Cruise (boarding at 8:00pm; departure at 8:30pm)

Saturday, October 31
7:00am – 12:00pm • AECT/ISMF Registration Open
7:00am – 12:00pm • AECT Technology Center Open
7:00am – 3:00pm • ISMF Workshops
8:00am – 9:00am • 2010 National Convention Program Planning Committee
8:00am – 11:45am • AECT Concurrent Sessions
9:15am – 1:00pm • AECT Board meeting (Wilkinson)
9:15am – 11:45am • Presidential Sessions
9:15am – 12:30pm • Professional Development Workshops
Peter Goodyear, Professor of Education, University of Sydney

Professor Peter Goodyear, a Senior Fellow of the Australian Learning and Teaching Council, is co-director of the University’s Centre for Research on Computer-Supported Learning and Cognition (CoCo). His research addresses educational implications of technological change. Over the last 30 years he has published widely on learning and teaching with new technology, the design and management of productive learning environments and the capabilities needed for successful participation in a knowledge society (learning to ‘think for a living’). His most recent book, written with Rob Ellis, is *Students’ experiences of e-learning in higher education: The ecology of sustainable innovation*. (New York: RoutledgeFalmer, 2009). He is editor in chief of *Instructional Science* – recognized internationally as one of the leading journals in educational research and the learning sciences. He has provided expert advice and consultancy to a wide range of organizations in the public and private sectors, in Europe, North America and Australia. Prof. Goodyear has been using IT in teaching since the early 1980s, at both the postgraduate and undergraduate levels. He designed and teaches for the University of Sydney’s innovative Masters in Learning Sciences and Technology.

The title of Prof. Goodyear’s keynote address is “Learning through Inquiry and Teaching-as-design.” His presentation will start by summarizing outcomes from recent research on how university students approach complex inquiry-based learning tasks that involve significant use of educational technology. The research reveals significant variations in how students make sense of such challenges, how they negotiate between their own and their teachers’ goals, and how environmental factors influence the nature and outcomes of their learning activity. The discussion will focus on some of the ways in which students’ conceptions of learning, and other beliefs about learning, interact with their technological choices and with their use (or non-use) of the various kinds of support that their teachers provide. This picture of students exercising autonomy in their learning, but making choices that are not always optimal, will then be used as a backdrop for explaining a conception of university teaching called ‘teaching-as-design.’ Peter will sketch a model of teaching-as-design and then focus on forms of knowledge and ways of knowing that stand a reasonable chance of improving teachers’ educational design activity. Finally, he will draw out some implications for an educational technology research agenda that is fit for the purpose of improving the integrative challenges of teaching-as-design.

Daphne Rainey, Program Director, National Science Foundation

Dr. Daphne Rainey is a Program Director in the National Science Foundation Directorate of Education and Human Resources. She earned her doctorate at the University of Colorado, Boulder, and conducted postdoctoral research at the University of Michigan, Ann Arbor. Dr. Rainey has worked in industry and academia as a Bioinformatics Scientist in the area of genome science. She works on cyberlearning initiatives through the National Science Digital Library, and Course, Curriculum and Laboratory Improvement and Math Science Partnership programs. Dr. Rainey has worked to introduce current and future scientists to cyber-infrastructure through the use of genomics through training and curricula development at the high school, college and postgraduate levels.

Dr. Rainey’s keynote presentation at AECT 2009 is entitled “Cyberlearning: Advancing Innovations in Education.” She will address how the development of cyber-capabilities and networking has changed the face of our society. The National Science Foundation (NSF) is the federal agency in the USA charged with advancing basic science and engineering research and education. The Foundation has a complementary mandate to ensure that American students are adequately prepared with the mathematical science and engineering skills needed to operate in a complex, technology-intensive society. Building a national and international cyber-learning infrastructure is considered critical to educating and advancing our society by making optimal use of fundamental knowledge, discoveries, and resources that will inspire, inform, and educate people of all ages. Her presentation will explore some of the new concepts and opportunities in cyber-learning and examine the NSF’s efforts to cyber-bridge teaching and learning with cutting-edge IT capabilities.
Keynote Speakers

Andrei Podolskij, Professor of Psychology, Moscow State University

Professor Andrei Podolskij’s academic background involves both developmental and educational psychology. His research experience has focused on cognitive development with implications for teacher preparation and instructional planning. This background nicely exemplifies the kind of integrative approach we wish to encourage at AECT 2009. Prof. Podolskij has devoted his entire career to seeing that the findings of psychology find their way into practical applications in teacher training and in the classroom.

The title of Prof. Podolskij’s keynote address is “On Developmental Dimensions of the Instructional Design Knowledge Base.” According to Andrei, there is a simple and obvious condition for any psychological knowledge to be accepted and used by practitioners – both teachers (trainers, instructors) and instructional designers. This condition is that a practitioner should be able to do significantly more, both in explanation and in practice with such knowledge than would be possible on the basis of common sense or practical experience alone. Two steps are necessary to ensure that this condition is fulfilled. The first, a general intellectual procedure, or a general psychologically based explaining and orienting tool should be found that would not only enable users to analyze many aspects of concrete schooling, training, or instruction situations in terms of modern learning and instruction psychology but that would also attract them toward doing so. The second, the rules of application (implementation) of such a procedure to a real practical situation must be defined. There are psychological aspects (or psychological sides) related to each of these two steps. The psychological aspects of the first step belong to the fundamental issues of human learning and developmental processes and their interrelations as well. The psychological side of the second step primarily relates to the conditions that facilitate or constrain an application of the fundamental knowledge in contemporary schooling, training, and instruction practice. Podolskij will distinguish two different aspects: (a) the developmental dimension which requires planning and designing, along with determining the short- and the long-term developmental consequences and the extent to which learning/teaching processes influence the student’s cognitive, personal, moral, social, and emotional development, and (b) developmental changes that can also be viewed as a direct and immediate aim of the learning/teaching processes. His presentation describes two types of developmental dimensions of the instructional design and instructional technology and also considers main paths to apply those dimensions in the instructional designer’s and teacher/trainer/instructor’s work.
Instructional Design & Technology Professor’s Forum (11-BM)
Wed., Oct. 28th, 8:00 AM-11:30 AM in Beckham.
Key presenter: Sharon Smaldino, Northern Illinois University; Robert Reiser, Florida State University; MJ Bishop, Lehigh University; David Wiley, Brigham Young University; Andy Gibbons, Brigham Young University.

As a professor in Instructional Design and Technology you are invited to a special session at the 2009 AECT conference. Sharon Smaldino will kick off our first forum where professors interested in instructional design/technology are welcome to come and experience an opportunity to visit, brainstorm, collaborate, share, etc. with others with strong interests in instructional design. There will be two break-out sessions: Andy Gibbons and David Wiley will facilitate a discussion on Future Research and Timely Topics, and Robert Reiser and MJ Bishop will facilitate a discussion on Current Practices and Challenges in Institutions of Higher Education.

Socratic Seminar (15-DD)
Wed., Oct. 28th 1:00 PM-2:00 PM in Dogwood.
Presenters: Kyle Peck, Penn State Univ., Justin Kennedy, San Diego State Univ., Ward Cates, Lehigh University, Brian Nelson, Lehigh University, Patricia Miller, KNPB, Janet Daugherty, University of Central Florida.

Three senior professor members of AECT present their philosophies of education. Each is followed by a graduate student’s discussion of their philosophy.

Expertise-Based Training (XBT): Theory into Practice (15-HY)
Wed., Oct. 28th 1:00 PM-1:30 PM in Holly.
Key presenter: Peter Fadde, Southern Illinois University.

Expertise-Based Training (XBT) draws on theories, findings, and methods of expertise research to create instructional strategies intended to hasten the development of advanced learners to expert level. XBT strategies include: Cognitive Task Analysis of experts’ knowledge and processes, mental model matching (learner to expert), and repurposing representative tasks used in expert-novice research to train advanced learners in the particular skills that characterize expert performers. XBT is appropriate for pre-service professional education and in-service professional development.

Curricula of University Educational Technology Degree Programs (16-DD)
Wed., Oct. 28th 2:15 PM - 3:15 PM in Dogwood
Presenters: Jenny K. Johnson, AECT Board Representative; Barbara Lockee, Virginia Tech; Glenda Gunter, Univ. of Central Florida; Mary Herring, Univ. of Northern Iowa; Janet Daugherty, University of Central Florida; Brian Nelson, Arizona State Univ.; Justin Kennedy, San Diego State Univ.

Three university faculty of Educational Technology present a discussion of the university’s curricula as listed in the AECT Curricula Database. Each presentation is followed by a student discussant who will lead a brief discussion of the curricula. This session is recommended for academic program directors and curricula majors.

Interactions from Yesterday, Today, and Tomorrow: Preserving Voices from Technology’s Second Wave (16-CE)
Wed., Oct. 28th 2:15 PM-3:15 PM in Coe
Key presenter: Richard A. Cornell, University of Central Florida. Co-presenters: Robert Doyle, Harvard; Mike Sullivan, UT Brownsville; Jerrold Kemp, San Jose State University (Retired); Jenny K. Johnson, AECT Board Representative; Clarence Chu, National Taiwan University.

Some of us remember names such as Finn, Schuller, deKieffer, and Kemp, all deceased save the latter, each of whom served as knowledge beacons that guided us as we developed professionally. Who are the names of 2009 that now serve us so well? What do these individuals, Educational Technology’s “Second Wave,” hold sacred? What were, are, and will be their values and what do their comments tell us? You are invited to join this critical dialogue.
Interconnecting Research to Practice: Is there any real benefit or is it mostly bother? (16-BM)
Presenters: Tristan Johnson, Florida State University; Lisa Yamagata-Lynch, Northern Illinois University; Dirk Ifenthaler, University of Freiburg; Sharon Smaldino, Northern Illinois University; Dan Schuch, Pacificorp Corp; Andrew Gibbons, Brigham Young University; Val Schute, Florida State University; Lara Luetkehans, Northern Illinois University; Simon Hooper, University of Minnesota; Pablo Purnay-Dummer, University of Freiburg; Marci Murowski, President, Intelligent Decision Systems, Inc.

The main goal for this interdisciplinary panel is to engaging in a dialogue between researchers and practitioners of educational and instructional solutions in order to create and share an understanding of the roles of research in practice and practice in research. We will discuss the benefits and cost of exploring research and practices. The panel will explore whether research and practice compliment one another, what are the challenges of merging research and practice, and what are successful moments that panelists have experienced merging research into practice or practice into research.

Integrating Technology with Supportive Instruction to Support Learning, School Improvement, and Technology Initiatives in Rural K-8 Schools (16-CC)
Wed., Oct. 28th 2:15 PM - 3:15 PM in Combs Chandler
Key presenter: Jonathan McKeown, Florida State University. Co-presenters: Karen DeMeester, Florida State University; Janet Capps, Florida State University; Sarah Howard, University of Sydney; ChanMin Kim, University of Georgia.

This presentation will discuss results of a comprehensive school reform initiative focused on technology, technology integration, and the impact of technology in the classroom on standardized test scores. Eight rural K-8 schools participated in this study as part of a research grant funded by the Department of Education. Emphasis was placed on training and support provided to teachers with regard to technology integration efforts targeting specific learning goals and objectives.

Bridging the Gap: Linking Information Literacy Theory and Practice in Media Specialist and Teacher Preparation Programs (17-CC)
Wed., Oct. 28th 3:30 PM - 4:30 PM in Combs Chandler
Presenters: Judith A. Duffield, Lehigh University; Laurie Dias, Georgia State University, Delia Neuman, Drexel University; Andrew Smith, Georgia State University, Susan Stansberry, Oklahoma State University.

This panel discussion highlights some of the difficulties encountered in encouraging meaningful collaboration between teachers and media specialists, and suggests ways to encourage more collaboration during initial certification programs. Specific problems of role identification, combined assessment, and scheduling will be addressed, together with cross-curriculum strategies for teachers and media specialists.

Distributed Basic Education in Indonesia (17-CE)
Wed., Oct. 28th 3:30 PM - 4:30 PM in Coe
Presenters: Atwi Suparman, Rektor, Universitas Terbuka, Jakarta, Indonesia; Dr. Tian Belawati, Vice Rektor, Universitas Terbuka, Jakarta, Indonesia; Dr. Tom Luschei, Florida State University; Dewi Padmo, Universitas Terbuka/Florida State University; Anne Mendenhall, Florida State University.

Since the summer of 2006, faculty from the Florida State University (FSU) College of Education and Learning Systems Institute and the Open University of Indonesia (Universitas Terbuka, or UT) have worked together to strengthen UT’s distance teacher education program, which prepares a large percentage of Indonesia’s basic education teachers. This relationship has been positive and collaborative from the beginning. These are inevitable consequences of the nexus of different cultures, instructional approaches, and learning contexts. At the same time,
Developing Technology-Savvy Faculty Across a Large Campus: A Long-Term Technology Integration Program (22-MC)
Thursday, Oct. 29, 9:15 AM-10:15 AM in McCreary
Key presenters: Milt Nielsen, Texas State University; Elizabeth Strand, Texas State University; Wilhemina Savenye, Arizona State University & Texas State University - San Marcos; Michael Spector, University of Georgia.

A major south-central university has undertaken a multi-year program, now in its eighth year, of faculty development and systematic support to enhance the overall expertise, commitment and motivation among its faculty in integrating technology effectively for learning and instruction. Over 100 faculty members have become not only skilled in using and developing technology to aid their students’ learning, but many have become leaders in motivating and supporting other faculty in their departments, colleges, and discipline. This presentation will include summaries of the technology-integration program, staff and leadership support for the faculty, and findings from systematic yearly evaluations of the program. In addition, several faculty members will share results of their strongest and most innovative learning projects.

Organizations Similar to AECT (22-BM)
Thursday, Oct. 29th, 9:15 AM-10:15 AM in Beckham
Presenters: Glen Bull, AACTE; Denis Hlynoka, CNIE; Nari Kim, KSET.

The leaders from three organizations similar to AECT will describe their organizations, including the Canadian Network for Information in Education (CNIE), the Korean Society of Educational Technology (KSET), and the Association of Colleges for Teacher Education (AACTE).

The Educational Media Yearbook (23-BM)
Thursday, Oct. 29th, 10:30 AM-11:30 AM in Beckham
Key presenter: Michael A. Orey, University of Georgia. Co-presenters: B.J. McClendon, University of Georgia; Robert Branch, University of Georgia.

The Educational Media and Technology Yearbook is dedicated to theoretical, empirical and practical approaches to educational media development. All chapters are invited and selected based on a variety of strategies to determine current trends and issues in the field. The 2009 edition will highlight innovative Trends and Issues in Learning Design and Technology, Trends and Issues in Information and Library Science, and features a section that lists and describes Media Related Organizations and Associations in North America. The Educational Media and Technology Yearbook, a scholarly resource for a highly specialized professional community, is an official publication of the AECT and has been published annually for 33 years. The purpose of this session is to discuss the contents and structure of the yearbook and solicit ideas for future editions.

The National Technology Leadership Coalition and AECT’s Involvement (23-MC)
Thursday, Oct. 29th, 10:30 AM-11:30 AM in McCreary
Presenters: Glen Bull, University of Virginia; Mary Herring, University of Northern Iowa; Michael Spector, University of Georgia.

The National Technology Leadership Coalition (NTLC; http://www.ntlcoalition.org/) is a consortium of national teacher educator associations and national technology associations with the following objectives: (a) To facilitate
and encourage cross-disciplinary discussion of appropriate uses of technology in the core content areas across professional associations. (b) To serve as a clearinghouse for consultation with corporate partners who are designing advanced uses of technology intended to facilitate learning. (c) To collaborate with federal policy makers and legislators to ensure that this topic remains at the forefront of the national education agenda. (d) To support and facilitate scholarly dialog in professional journals and conferences. (e) To ensure that university theory and research are applicable to applied uses in schools.

**Designing for Problem Solving (23-SR)**  
Thursday, Oct. 29th, 10:30 AM-11:30 AM in Stopher  
Key presenter: David Jonassen, University of Missouri.

Despite the ubiquity of problem solving in everyday and professional life, instructional design has largely ignored it. While problems differ in terms of structuredness, complexity, and context, my recent research has evinced design components common to most problems, including analogical comparison of problems, conceptual models of the system based on causal relationships, simulations, and argumentation. The building blocks of problem-based learning environments cases that multiple functions. The presentation summarizes 15 years of research with examples.

**Cyber Charters: A Panel Discussion (25-BM)**  
Thursday, Oct. 29th 1:00 PM-2:00 PM in Beckham  
Key presenter: Ali Carr-Chellman, Penn State University. Co-presenters: Daniel Surry, Univ. of South Alabama; Michael Barbour, Wayne State University; Belinda Cambre, University of New Orleans; Cathy Cavenaugh, University of Florida; Eugene Kowch, University of Calgary; Rose Marsh, Penn State University; Beth Sockman, East Stroudsburg University; David Wiley, Brigham Young University.

This integrative panel presentation will share the insights of several scholars and practitioners engaged for some time in the research and development of cybercharter schools. This is the result of a special issue of Tech Trends which focused on cybercharters to be published in the fall of 2009.

**The Handbook of Research on Educational Communications & Technology (25-MC)**  
Thursday, Oct. 29th 1:00 PM-2:00 PM in McCreary  
Key presenter: Michael Spector, University of Georgia; Co-presenters: M. David Merrill (Retired); Jan Elen, University of Leuven; MJ Bishop, Lehigh University.

The process for the 4th edition of the Handbook of Research on Educational Communications and Technology is now underway. Taylor-Francis/Routledge will again be the publisher and the target publication date is 2012/2013. The editorial team includes Mike Spector, Dave Merrill, Jan Elen, and M.J. Bishop. The group has met virtually and discussed a basic approach that again includes surveying members with regard to usage and desired changes. The purpose of this session is to get further feedback with regard organization, content, contributors, and so on.

**The International Student Media Festival (32-DD)**  
Friday, Oct. 30th 9:15 AM-10:15 AM in Dogwood  
Key presenter: Otto Benavides, California State University, Fresno.

The International Student Media Festival celebrates outstanding classroom media projects. Students and teachers from kindergarten through college are honored in a three-day event that includes workshops, screenings of winning entries, and an awards ceremony. It has now grown to be one of the oldest and largest events of its kind, and is closely affiliated with AECT. The purpose of this Presidential session is to share what ISMF is all about and to showcase a few outstanding ISMF projects.
Transforming Learning and Instruction Through Educational Technology: Preparing Future Professionals (32-CN)
Friday, Oct. 30th 9:15 AM-10:15 AM in Cochran
Presenters: Rhonda Robinson, Northern Illinois University; Monica Tracey, Wayne State University; Kelly Unger, Wayne State University; Matt Kneller, Aurora University.

Learning and instruction in educational technology are in a constant state of change and growth. As the field continues to transform, it is necessary to address this fluctuation through serious and sustained efforts to dynamically interweave research, practice, and theory development. As a result, a revised perspective within many institutions’ curriculum is required. Using the most recent definition of Educational Technology as a compass, a panel of faculty and doctoral students will collectively share the specific curriculum outlines and instructional strategies they implement in an effort to prepare future professionals. The panel will discuss their efforts to prepare future researchers and professionals in the context of educational technology curriculum.

Harnessing Learning Design as a New Approach to Rethinking the Curriculum (35-CN)
Friday, Oct. 30th 1:00 PM-2:00 PM in Cochran
Key presenter: Gráinne Conole, The Open University, UK.

Technologies appear to offer seductive educational possibilities: in terms of new forms of innovation, cost effectiveness, personalization. The policy and research literature around ICT use in education is littered with discourses that exemplify this: ICT as a catalyst for change, new pedagogical innovation through ICT, the affordances of new technologies. But to what extent is this rhetoric matched by reality? To what extent have technologies in the last decade or so truly transformed learning and teaching? Evidence from the ground is mixed; whilst clearly technologies have increasingly become central in institutional strategic thinking; how much things have radically shifted on the ground is another matter.

Building the Scientific Mind (37-NN)
Friday, Oct. 30th 3:30 PM - 4:30 PM in Nunn
Presenters: Jan Visser, Learning Development Institute; Michael Hannafin, University of Georgia; Michael Spector, University of Georgia; Glen Bull, National Technology Leadership Coalition; Brent Wilson, University of Colorado; Charles Reigeluth, Indiana University; Leon Lederman, Illinois Mathematics and Science Academy (written contribution).

This session aims at fostering discussion on the desirability for the design of learning environments to move beyond the primary concern with competencies to mental states defined at a higher level of complexity. Such mental states, or mindsets, are typically defined in terms of a broad mix of interacting competencies, attitudes, values and metacognitive abilities. Taken together, these sets of mental faculties determine, in a holistic manner, our ways of being and acting in the world. Conscious care for the mind is increasingly required as citizens of the twenty-first century are expected to interact with complex problem situations, both professionally and in the day-to-day reality of their lives as contributing members of their societies and communities. The ‘scientific mind’ is one of a variety of mindsets. Over the past years it has been the object of study and debate among the panelists. The panel contributes to the session as panelists take a first cut at presenting their thoughts, concerns, queries and doubts. The audience will be invited to join in doing the same.
Competencies for Those Responsible for Learning, Instruction, Training, and Performance: the International Board of Standards for Training, Performance and Instruction (ibstpi) (37-CN)
Friday, Oct. 20th 3:30 PM - 4:30 PM in Cochran
Key presenters: Tiffany Koszalka, Syracuse University; Robert Reiser, Florida State University; Marcie Bober-Michel, San Diego State University; Katsuaki Suzuki, Kumamoto University; Barbara Grabowski, Pennsylvania State University.

The International Board of Standards for Training, Performance and Instruction (ibstpi) was founded as a non-profit professional organization as a result of a joint AECT/NSPI (now ISPI) task force for the purpose of developing standards for professional practitioners in the areas of training, performance and instruction. In this session, the panel will discuss the latest development and validation work of ibstpi. The session will begin with an overview of ibstpi’s strongly held beliefs about competency development, and a description of the over 400 users of the competencies around the world. Representative directors of the board will engage the audience in a discussion of emerging and new competencies for instructional designers, and solicit reaction to the conceptualization of the knowledge, skills and attitudes of a successful and competent online learner. The session will conclude by seeking recommendations for other competency sets that should be pursued in the future.

The Evolution of Distance Education: A Blueprint for the Future (43-GB)
Saturday, Oct. 31st 10:30 AM-11:30 AM in Grand Ballroom B
Presenters: Les Moller, Walden University; Jason Huett, Univ. West Georgia; Douglas Harvey, Stockton College; Mary Friend Shepard, Walden University; Rob Foshay, Texas Instruments; Johannes Strobel, Purdue University; Roy Clariana, Penn State Univ.; Andrew Gibbons, Brigham Young University; David Wiley, Brigham Young University.

The goal of this interactive panel, which mirrors the upcoming third AECT Research Symposia is to develop, in a collaborative manner, a 3rd generation model specifically designed for teaching and learning at a distance, which combines the untapped power of technology with research-based knowledge-building pedagogy including a blueprint or vision of the future, standards, and best practices. Specifically, four areas of concentration will be explored. These are: instructional design, interaction, technology, and organizational alignment or support.

Publishing Your Research and Development: The Editors’ Perspectives (42-GB)
Saturday, Oct. 31st 9:15 AM-10:15 AM in Grand Ballroom B
Presenters: Michael Hannafin, University of Georgia; Sharon Smaldino, Northern Illinois University; Abbie Brown, East Carolina University; Peter Goodyear, University of Sydney; Valerie Shute, Florida State University; Gary Morrison, Old Dominion University; Michael Simonson, Nova Southeastern University; Larry Lipsitz, Educational Technology; Peg Ertmer, Purdue University.

This Presidential panel session brings together the editors of six highly regarded publications in the field of educational technology. Each of the panelists will provide a brief introduction to the publication and its submission/review process. Each panelist will also make a few remarks about things especially sought after in articles and common problems with submissions that are likely to result in rejection. There will be ample time during the panel session for questions from participants.
Convention Registration Information
Registering for the full AECT Convention entitles you to a printed convention program, AECT name badge and other premiums and events except those that require a ticket as indicated in the convention program.

AECT Registration Desk and Hours
The AECT and ISMF Registration booths are located in the Galt House Conference Registration area located on the second level of the Suite Tower.

Hours of Operation:
Monday October 26  12:00 pm – 7:00 pm
Tuesday October 27      7:00 am – 5:00 pm
Wednesday October 28     7:00 am – 6:00 pm
Thursday October 29     7:00 am – 6:00 pm
Friday    October 30      7:00 am – 4:00 pm
Saturday October 31      7:00 am – 12:00 pm

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

Convention Evaluation – Willis Room
Thousands of hours of volunteer time go into the planning of the annual convention. You’ll be given the opportunity to evaluate sessions, special events, speakers, staff and many other important elements of your convention experience during the convention itself. Please take the time to complete the evaluation forms distributed at each session by the facilitator. You may return your completed evaluation form to the session facilitator or drop it off at the Convention Evaluation Desk in the Willis Room. This year we will also invite you to complete an online evaluation a week or two after the convention, after you’ve had time to reflect on your full convention experience. You’ll receive an email message containing a link to the evaluation form. Remember, your feedback is important and will help shape future conventions. So please, tell us what you thought of the convention and the sessions presented and give us your recommendations for improvement!

Facilitators – Willis Room
Please check in at the Convention Evaluation Desk in the Willis Room, located near the registration desk, and pick up your convention facilitator’s packet as soon as you can, but no later than one-hour prior to the beginning of the session you are assigned to facilitate. This will inform us that you have arrived! The office is open each day at 7:00 am, Tuesday through Saturday.

Technology Center – Willis Room
AECT’s Technology Center is open Tuesday through Friday, 7:00 am-5:00 pm and Saturday 7:00 am-1:00 pm. As a service to AECT speakers, graduate students enrolled in IT programs in major universities across the United States and abroad volunteer their time and energy to assure the equipment to support presentations is delivered and set up in a timely manner. Please take a moment to thank these volunteers and show your appreciation for their support. Their efforts help this convention run smoothly.

International Hospitality Center & International Rendezvous – Sampson Room
The AECT International Hospitality Center is a welcome center open to all international convention attendees. The hospitality center is located in the Galt House near the Hotel Registration Desk. The Center is designed to allow international delegates with similar interests and concerns an opportunity to network, relax and meet colleagues with the same professional interests. Members of the AECT International Division will be on hand to assist international delegates whenever possible. Hours are Wednesday through Friday, 9am-4:30 pm.

Graduate Student Center – Sampson Room
The Graduate Student Center is a great place for graduate students to take a break, meet with fellow graduate students and interact with AECT leaders who present in the adjoining Laffoon Room. Be sure to check the program and/or daily addendum for updates to the daily program schedule. The Graduate Student Center is open Wednesday through Friday, 9:00am – 4:30pm.

Job Placement Center – Sampson Room
Looking for a job in instructional technology, or looking to recruit a new employee? If so, stop by the AECT Job Placement Center. The Job Placement Service is free to all AECT members and full paid convention registrants. The Center is open Wednesday, 1:00 pm - 5:00 pm to accept job and resume postings only. Full operation of the AECT Job Placement Center is Thursday and Friday from 9:00 am - 4:00 pm. An online job service is also available year-round for both employers and job candidates. In partnership with Job Target, AECT offers this online service to provide the necessary tools for an effective candidate search or a successful job search.
AECT Educational Partners Tabletop Exhibits – Second Level Registration Foyer – Suite Tower
Wednesday through Friday, take time to stop by the tabletop exhibits and see what’s new and available to professionals like you in the field of instructional technology. The tabletop exhibits are open Wednesday through Friday during normal operation hours. Publisher tables are located in the same area. Participating educational partners with displays are Taylor and Francis, Springer Publications, John Wiley & Sons, and Access Publishing Service.

Lost and Found – Located at the AECT/ISMF Registration Desk
Lost and found items may be turned in to the AECT Registration Desk located in the Galt House convention registration area. Every effort will be made to return a lost item to its rightful owner.

Awards Presentation
AECT, ECT, and Divisional Awards will be presented at various appropriate sessions throughout the convention. Awards and the schedule of presentations are listed in the program book available at registration.

AECT Book Store - Second Level Registration Foyer – Suite Tower
Stop by and review and/or buy your copy of the AECT’s newest publications. Books will be on sale at the AECT Book Store located on the Second Level Registration Foyer – Suite Tower.

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

Purchasing Tickets for Meal and Workshop Events
Check your registration packet to make sure the meal ticket(s) and workshop tickets you purchased are in the packet when checking in. If the tickets you pre-purchased are not in your registration packet, please correct this problem before leaving the registration desk. If you did not buy a meal ticket, stop by the AECT Registration Desk and purchase one. Tickets will be available there on a space-available basis and must be purchased 24-hours in advance of the desired meal event. Meal tickets will not be sold at the door for meal events. Tickets will be collected at the door. For future reference: You can save time and ensure availability by pre-purchasing your meal tickets through the online pre-registration.

The Business Center
The UPS Store and Business Center is located on the second floor of the Suite Tower in the Galt House, Suite 150. Services include: Digital Printing & Copying, folding, collating, packaging receiving and shipping. Please contact the UPS Store located at the Galt House for a full line of services.
Phone: 502-583-3784   Fax: 502-584-3786
Website: http://www.theupsstorelocal.com/6123/
Email: store6123@theupsstore.com
Regular Hours of Operation:
Monday through Friday, 7:00am - 7:00pm.
Saturday and Sunday 8:00am-5:00pm.

Concierge Desk
Located on the hotel’s lobby level, the Concierge Desk has a wealth of information waiting for you. The Galt House concierge staff wants to make your stay pleasant, and can assist you with many services, including restaurant recommendations and reservations, local tours, transportation, florists, tickets to Louisville attractions, and the fulfillment of a variety of different requests. Maps and brochures on area attractions are also available. If you have any special requests, please feel free to contact the staff prior to your arrival so that they can service all your needs. The concierge can be reached at 502-589-5200, ext. 4196.

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

Taxi Cab
Bellmen will summon a cab for you whenever you have the need. Cab fare to the airport costs approximately $18.00. Sandollar Limousine and Shuttle operates in partnership with our hotel. Phone number: (502) 561-4022. Visit the Sandollar web site.

Toonerville Trolley
The trolley covers a large area of downtown Louisville and gives easy access to many local attractions with the convenience of boarding in front of the hotel. Hours of operation are Mon. – Sat., 7:30am to 11:00pm. The cost is 50 cents to ride.

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

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

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

Internet Services
Complimentary WiFi is available in all guest rooms and common areas.

Creative Marketing Services

Proud Partner of AECT & ISMF

Many thanks from ISMF for the Teacher of the Year “Connelly Award” Custom-Made Ceramic Platter.

The greatest challenge of our country today is educating our children for tomorrow’s world. Brent Slinkard, President
2009 National Convention Program Planning Committee
J. Michael Spector, AECT President-elect and International Convention Co-Chair, University of Georgia
Barbara Lockee, AECT International Convention Program Chair, Virginia Tech
Miriam Larson, AECT International Convention Program Co-Chair, Virginia Tech

• Design and Development Division
  Amy Adcock, Old Dominion University
• Research & Theory Division
  Lisa Yamagata-Lynch, Northern Illinois University
• Distance Learning Division
  Al Mizell, Nova Southeastern University
• Division on Systemic Change
  Ali Carr-Chellman, Penn State University
• International Division
  Ross Perkins, Boise State University
• Management Division
  Karen Kaminiski, Colorado State University
• School Media Technology
  Leslie Blatt, Past President, New Jersey Association of School Librarians
• Multimedia Production Division
  Doris Bolliger, University of Wyoming
• Teacher Education Division
  David Carbonara, Duquesne University
• Training and Performance Division
  Tristan Johnson, Florida State University
• International Visual Literacy Association
  Tom Hergert, St. Cloud State University
• Korean Society for Educational Technology
  HyunSong Kim, University of Georgia
• Minorities in Media
  Patricia Young, University of Maryland, Baltimore County
• New England School Library Association
  Charlie White, AECT Board liaison
• Society of International Chinese in Educational Technology (SICET)
  Yuxin Ma, University of Louisiana at Lafayette, Tina Wu, Central Connecticut State University
• International Council for Educational Media
  Sam Pan, University of Texas at Brownsville
• Featured Research Papers
  James Klein, Arizona State University
• International Student Media Festival
  Otto Benevides, California State University at Fresno
• Leadership Planning Committee
  Chris Miller, Morehead State University
• Design &Development Showcase
  Ikseon Choi, University of Georgia
  Yi-Chun Hong, University of Georgia
• Graduate Student Assembly
  Jesse Stryker, Indiana University
• ECT Foundation
  T. Weston Miller, Earlham University

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• Dennis Charsky, Editor, AECT 2009 Daily Convention Update
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Annual Achievement Awards

Georgia Student Media Festival for the most dominant contributor of entries to the annual International Student Media Festival.

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

- **Steve Ross** for many years of service as ETR&D Research Editor
- **Sharon Smaldino** for many years of leadership and for editing TechTrends

Special Service Award

**Jenny Johnson**, for outstanding service to International Division and Degree Programs in Educational Communications and Technology Directory

Presidential Awards

- **Sharon Smaldino**… For serving as 2008 International Convention Co-Planner
- **Ana Donaldson**… For serving as 2008 International Convention Co-Planner
- **Lisa Dawley**… For work with the Second Life and Virtual World Committees
- **Charlie White**… For work with the AECT Membership Committee
- **Chris Miller**… For work with the AECT Leadership Committee
- **Jean Callary**… For work with TechTrends
- **Sandie Waters**… For work with the AECT Interns Program
- **Tom Blevins**… For dedicated service with the AECT/NCATE Partnership
- **Tom Atkinson**… For work with the Second Life and Virtual Worlds Committees

AECT and ect Foundation Awards

Distinguished Development Award
Honoring a distinguished development that exemplifies the practical application of theory and principles of instruction design and technology

- **Wouter van Joolingen**, University of Twente, for outstanding work on SimQuest (www.simquest.nl) and Co-lab

Carl F. and Viola V. Mahnke Multimedia Award
Honoring Best of Show for 2 categories (K-12 and Higher Education) in the International Student Media Festival

Dean and Sybil McClusky Research Award
Honoring 2 outstanding doctoral research proposals in educational technology

- **Ioan Gelu Ionas**, University of Missouri-Columbia, for “Self Explanation and Causal Reasoning”
- **Khitam Azaiza**, Nova Southeastern University for “Women’s Dialog and Distance Education: A University in the Arab World”

Robert deKieffer International Fellowship
Honoring outstanding leadership in the field of educational technology from a foreign country

- **Professor Frederick M.Litto**, President, The Brazilian Association of Open and Distance Education, Founder of School of the Future, Ed. Tech Lab, University of Sao Paulo, Brazil

James W. Brown Publications Award
Honoring outstanding publications


Masters Scholarship Award
Honor presented to a student currently accepted or enrolled in master’s program in the field of educational communications and technology at an accredited college or university.

- **Hsiang-Ting Wu**, California State University at Monterey Bay, California
- **Jennifer R. Morrison**, Old Dominion University
Qualitative Inquiry Award
Honoring the best qualitative research in educational communications and technology
• Catherine Adams, University of Alberta, Edmonton, Canada, for *PowerPoint and the Pedagogy of Digital Media Technologies*

Young Researcher Award
Honoring the best paper reporting on a quantitative or qualitative study addressing a question related to educational technology
No award in 2009

ETR&D Young Scholar Award
Honoring the best paper discussing a theoretical construct that could guide research and/or development in educational technology
No award in 2009

ECT Mentor Scholarship Award
Honoring the doctoral student in educational media and technology submitting the most outstanding application

ECT Diamond Mentor Award
Honoring mentors in the field

McJulien Minority Graduation Scholarship
Providing support to a minority graduate student in educational communications and technology
• Constance Harris, Purdue University

Mentor Endowment Scholarship
Providing support to a graduate student studying in the field of educational communications and technology and in recognition of individuals who serve as mentors, providing guidance, assistance, and direction to the personal, educational, and professional development of the donor

ECT Foundation Internships

Strohbehn Intern Award
• Nari Kim, Indiana University – Bloomington

Cochran Intern Awards
• Evrim Baran, Iowa State University
• Abigail Hawkins, Brigham Young University
• Heather Leary, Utah State University
• Eunjung Oh, University of Georgia - Athens

Nova Southeastern Award for Outstanding Practice by a Graduate Student in Instructional Design
No award for 2009

Outstanding Book Award
• Alfred P. Rovai, Michael K. Ponton, & Jason D. Baker for *Distance learning in higher education: A programmatic approach to planning, design, instruction, evaluation and accreditation*. NY: Teacher’s College Press.

Outstanding Practice Award
• William Kealy, University of North Carolina, for Media Production Services for Library Programs

Outstanding Journal Article Award
• Patricia A. Young, Ph.D. for 2008 article: Integrating culture in the design of ICTS. *British Journal of Educational Technology*, 39(10), 6-17.

PacifiCorp Design and Development Award Finalists with Mentors

Student Team: Dixie M. Davis, Hae Young Kim, Florida State University
Mentor: Tom Hergert, Old Dominion University

Student Team: Elizabeth Ermis, Jennifer E. Gibson, Emporia State University
Mentor: Becky Cohen, Emporium State University

Student Team: Joel Gardner, Kristy Bloxham, Utah State University
Mentor: Mark Moore, AT&T Wireless

Robert M. Gagné Award for Graduate Student Research in Instructional Design
• Mary Jo Dondlinger for *The global village playground: A qualitative case study of designing an ARG as a capstone learning experience*. Advisor: Scott J. Warren, University of North Texas.
DDL-IAP Crystal Award
An award from an international association of scholars and practitioners, recognizing innovation and outstanding achievement in the practice of distance learning. This award is given during the convention, and a letter of recognition from the DDL Board of Directors is sent to the winner’s supervisor.

Award for Outstanding Practice by a Student of Educational Technology in an International Setting
• Ruben Vanderlinde, Ghent University, Belgium

Distinguished International Service in Educational Communications and Technology
• Xiaoxue Charles Wang, Georgia State University

Outstanding Journal Article Published in ETR&D-International Review
• P. H. Kim for “Action research approach on mobile learning design for the underserved”

Recognition of Presidential Service
• Abbas Johari, Cameron University

Dr. R. W. “Buddy” Bruniske Award for Outstanding Contribution to the ICT International Column of TechTrends
• Thomas Luschei, Dewi Padmo, & J. Michael Spector for “The Open University of Indonesia and Florida State University: Communication, Collaboration, and the Important Work of Training Teachers”

Outstanding Change Book Award

Outstanding Change Journal Article Award

Distinguished Service to the Systemic Change Division
• Charles M. Reigeluth, PhD, Indiana University

The Charles M. Reigeluth Emerging Researcher Award
• Sunnie Lee Watson, PhD, Ball State University
Meet the 2009 Class of AECT Interns

Nari Kim
Indiana University Bloomington
Strohbehn Intern

~~~~~~ Cochran Interns ~~~~~~

Evrim Baran
Iowa State University

Abigail Hawkins
Brigham Young University

Heather Leary
Utah State University

Eunjung Oh
The University of Georgia
Design and Development

Join the Design and Development Division (D&D) in our exciting programs at this year’s conference. The D&D Division promotes the quality and effectiveness of teaching and learning through the acquisition and application of knowledge, skills, and dispositions in order to design conditions for learning, develop instructional materials and experiences, and evaluate the adequacy of instruction and learning. Uniting our mission with the focus of this year’s conference, the D&D Division delivers a multitude of opportunities for members to experience innovative approaches to research and practice with over 70 concurrent, roundtable, and poster/reflection sessions. Here are some of the highlights:

**Wednesday Morning**: Professors of Instructional Design and Technology are invited to participate in the Instructional Technology Professor’s Forum where we will discuss issues related to IDT programs and innovative research;

**Wednesday Afternoon**: Celebrate the 6th Anniversary of the PacifiCorp Design and Development Award Competition as the finalists present their solutions to the judging panel;

**Wednesday Evening**: Stop by the D&D table at ‘The Round-Up’ to meet and greet the D&D Executive Board and fellow division members;

**Thursday Afternoon**: Join us for the D&D/R&T Awards Luncheon at 11:45am with our membership meeting immediately following at 1:00 pm;

**Thursday Afternoon**: Come check out our D&D Showcase to see instructional design in practice. Chat with designers and see the results of their work; and,

**Friday Morning**: Congratulate the D&D Award Winners and see them present the work that won them their awards.

Whether you have been a division member for years, or are a new member to AECT and interested in learning more, this is the year to check out D&D!

Amy Adcock
Design and Development Program Planner

Distance Learning Division

Distance Learning Division (DDL) represents members with interests in the full range of distance learning technologies as a means of addressing the educational needs of students, the educational community, and the general public.

From the many proposals received for this year’s conference, a full-peer review led to the selection of over 60 concurrent presenters, over 30 roundtables, 8 Reflection papers and poster sessions, and 1 At-a-distance presentation on areas of interest to distance educators. Our thanks go out to the many reviewers and to our session facilitators. You make the conference a success. The selected sessions cover the distance learning spectrum, from disciplined inquiry and best practices to practitioner-oriented presentations. The variety of topics range from virtual high schools and universities, to blogging, podcasting, online gaming, effective instructional design, successful instructional strategies, research, theory, student success, faculty development, enhancing motivation, online collaboration, online social learning interaction, mentoring and other importance topics of interest to DDL members.

You are encouraged to attend the DDL-sponsored sessions and to be sure to get your ticket to join us at the DDL Luncheon(Event #69) in the Clements Room from 11:45-1:00 on Friday and then to
stay for the DDL Membership Meeting (Event #41) from 1:00-2:00. Meet the presenters and the many volunteer facilitators for our sessions while at the luncheon. You may even decide you want to help with the DDL Crystal Awards or becoming a board member in the future.

Also be sure to get your ticket in advance to reserve your place on the paddle wheel boat trip Friday evening for a time to informally network while enjoying the ride, the desserts, and the music.


Al Mizell
Distance Learning
Program Planner

Division on Systemic Change

This year’s program for the Division on Systemic Change has a clear focus on important aspects of systemic change in a variety of contexts including primarily schools, as well as corporations and higher education. Each presentation was carefully selected to align with this focus. Our session topics include, for example, issues which face schools implementing systemic change today, the use of user-design in corporations, cybercharter schools and open and emancipatory tools for broad change. We are proud to announce the inaugural presentation of the awards for the Division of Systemic Change. Our awards for Outstanding Change Book, Outstanding Change Journal Article, Distinguished Service to the Systemic Change Division, and The Charles M. Reigeluth Emerging Researcher Award, will be announced at our membership meeting.

Ali Carr-Chellman
Systemic Change
Program Planner

Graduate Student Assembly (GSA)

The Graduate Student Assembly (GSA) activities to date have largely consisted of putting together programming of interest to graduate students at the national convention and serving as advocates for convention volunteers. In addition to these activities, the GSA strives to help graduate students make a comfortable transition into the larger AECT organization and the instructional/educational technology field. To this end the GSA has been coordinating with AECT divisions to have representatives on their boards, re-establishment of a graduate student mailing list, and developing a web presence where graduate student can come together to socialize and share resources. The web presence is still being developed, but can be explored at http://aectgsa.ning.com. We also hope to help develop more networking and professional development opportunities in the year ahead. Please join us Friday October 30th from 8:00-9:00AM in the Laffoon Room at the national convention in Louisville for a membership meeting to share your ideas and help us to better represent you and your needs.

Jesse Stryker
Graduate Student Assembly
Program Planner

International Division

The International Division (ID) facilitates communication and communities among educational technology professionals and students worldwide. The Division promotes interactions that transcend international boundaries and cultural lines. The goal of the Division is to mentor and foster educational endeavors and coordinates communications with sister associations around the world. The Division administers several awards, including the Robert deKieffer International Fellowship award from the ECT Foundation.
Along with the International Division’s many interesting reflection papers and concurrent sessions offered this year, check out the International Forum (Wednesday, 2:15-3:15pm, “Wilson”), which highlights research and development projects from several countries.

Please stop by the International Hospitality Center (aka, “International Rendezvous”), throughout the conference (found in “Sampson”) to meet fellow international colleagues and students. And be sure to try to join with us in “Combs Chandler,” on Thursday (Oct. 29), for the ever popular International Dinner & Auction. The dinner starts at 6:00 PM, and the auction will follow. Even if you do not attend the dinner, you are more than welcome to join us for the auction! Dinner tickets are sold at the registration desk through Wednesday evening.

All members are welcome to attend the ID board and membership meetings. The board meeting is scheduled for Wednesday, Oct. 28, from 8:00 - 9:00 AM in “Jones.” The ID membership meeting is scheduled for Friday, Oct. 30, from 9:15 - 10:15 AM in “Laffoon.”

We look forward to seeing you!
Ross Perkins, Ph.D.
International Division
Program Planner

Management Division
The current leadership in the Management Division would like to thank the members and past leaders for the dedication and commitment to the field of educational media and its use to enhance teaching and learning at all levels. Due to changes in the way that media is supported in the public schools and in higher education, and the fact that it is becoming ubiquitous, our members have become very active in other divisions within the Association. Therefore, the Management Division is dissolving and encouraging our members to become active in the divisions that most closely tie to their fields and area of interest. You will find sessions at this conference sponsored by the Management Division which I hope you will attend.

Karen Kaminski
Management Division President
and Program Planner

Multimedia Production Division
The Multimedia Production Division provides a way to network individuals engaged in multimedia production in both national and international settings. Through our collaborative effort it is our ultimate purpose to participate in the international dialogue that defines standardization and acceptable best practices of multimedia in the educational and communication process. We received many excellent proposals this year that enables us to offer an exciting and diverse program. Our division is sponsoring seven concurrent sessions, one Present@Distance session, and several roundtable and reflection paper presentations. Our membership meeting will be held in the Wilkinson room on Friday, October 30, at 2:15 p.m. We would like to invite all AECT members who are interested in Linking Design and Learning, Transforming Learning and Instruction, and New Media Applications. Please come and join us!

Doris Bolliger
Multimedia Production Division
Program Planner
Research and Theory Division

The Research and Theory Division promotes the development and advancement of theory; promotes, presents, and disseminates research and scholarship that encompasses multiple perspectives; advocates the study of social and cultural issues in the field; supports, fosters, and mentors emerging scholars. To meet our goals starting the 2009 convention we are hosting three distinct categories of conference presentations including:

- Completed studies that report findings from a study that is complete;
- Works in progress that report the progress of a study currently underway; and,
- Research methodologies that report research methodologies that are interesting to the AECT community.

All categories are represented in the rich selection of presentations, reflection papers, and round table sessions we have scheduled for the conference. Please join us and celebrate the presenters accomplished works! Finally, please join us at the membership meeting on Friday, 3:30-4:30 pm in Wilkinson.

Lisa Yamagata-Lynch
R&T Program Planner

In addition to the sessions, we will be sponsoring the following:

Visit our table at the Welcome Session on Wednesday, from 6:00-7:30pm in the Cochran room. We want to meet you!

On Friday, October 30 from 7:30am – 9:00am in the Clement room, come join us for the School Media & Technology/Teacher Education Division breakfast. This event is a powerful opportunity for members of both divisions to converse about various topics that we share in our professional life. Tickets can be purchased online or at the convention on Wednesday.

Following the breakfast, stay for the SMT General Membership meeting. You won’t have to leave the room as our meeting is in the same room as the breakfast. Hear about our plans for rejuvenating our division, starting with the new website that our Communication Officer Marty Bray has been developing for the Division. The SMT Board has been working hard and this meeting is the time for your input. There will be raffle prizes.

We’re looking forward to meeting you!

Leslie Blatt
School Media & Technology Program Planner

School Media & Technology

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

At this year’s conference, we have approximately 25 concurrent sessions and 7 roundtables. Our sessions will be discussing gaming in the schools, Pecha Kucha, technology integration, and critical skills for the 21st century, to name just a few topics.

In addition to the sessions, we will be sponsoring the following:

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We’re looking forward to meeting you!

Leslie Blatt
School Media & Technology Program Planner

Teacher Education Division

The Teacher Education Division (TED) promotes theory, research and practice in support of the development of knowledge, skills, and dispositions of educators who create effective learning environments for diverse learners through the integration of technology. At this year’s conference, TED is offering 42 papers in concurrent sessions, seven roundtable presentations and 14 reflection papers. Many of these great sessions showcase the integration of emerging technologies in a variety of learning environments, including game-based learning and the creative use of blogs and wikis.
Specifically, we are sponsoring:

A teacher education-sponsored session that will allow participants to discuss their teacher education programs and share issues related to preparing 21st century teachers. The audience will participate in interactive discussions around various issues: educational technology courses, supporting technology integration in methods courses, and designing technology-rich school-based experiences.

A breakfast with the School Media Technology Division on Friday, October 29 from 7:30am-9 a.m. in the Clement room. This will provide a great chance to build professional relationships and discuss collaboration opportunities for those involved.

The division meeting on Friday, October 29 at 9:15am in Grand Ballroom A (just after the Breakfast). The meeting will provide opportunities for networking and discussion of Teacher Education issues and topics of interest.

A panel discussion of TPCK on Friday, October 30 – Participants will discuss the recent Tech Trends special issue on Technological Pedagogical and Content Knowledge. The participants will extend the conversation about technology integration by focusing on powerful ways of knowledge construction, creativity in instructional design and implementation, and the uses of educational technology for teaching and learning.

The division’s focus includes:
- Improve organizational and individual performance and learning
- Processes rooted in systems thinking
- Focus on partnering with clients to achieve measurable results
- Use technology to leverage learning and performance improvement
- Practice based on research

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

For members and interested non-members, consider attending the following key division conference events:
- Wed 28th Oct, 8:00-9:00am – Training & Performance Board of Directors Meeting – Only BOD need attend.
- Wed 28th Oct, 3:30-4:30pm – Advisory Board Presentation (Proposal 390) with Rita Ritchey, Dan Shook, Gayle V. Davidson-Shivers, Joi Moore, Tristan Johnson – All are welcome to attend.
- Wed 28th Oct, 6:00pm – Conference Welcome Division Showcase – All should attend.
- Wed 28th Oct – Division Dinner at the Old Spaghetti Factory, following the Division Showcase. RSVP to Jennifer Bauman at jbsouth13@comcast.net or Nancy Hastings at nhastings@uwf.edu on or before Friday October 23rd – Please bring a friend.
- Thu 29th Oct, 4:00-6:00pm – University Receptions
- Fri 30th Oct, 2:15-3:15pm – Training & Performance Membership Meeting – Please join us members and non-members.

Be sure to check the AECT Training and Performance Division Wiki at http://aect-training.wikispaces.com/ for additional information about division activities scheduled for the Convention. These include raffles, special sessions and the annual membership meeting.

The Training and Performance Division members are training, performance, and education professionals interested in applying current theory and research to training and performance improvement interventions. Topics of interest to Training and Performance Division members are real world solutions that intersect the use of hard technologies, soft technologies, and current learning, instructional, and performance theories.

Tristan E. Johnson
Training & Performance Programmer Planner
International Council for Educational Media

ICEM is AECT’s direct link to UNESCO and the world. Since 1950, ICEM has dedicated itself to providing an international platform for professionals in educational media to interact on individual, organizational, and cultural levels with the goal of advancing education. Interested individuals around the world are invited to join ICEM as the Council continues its international work of linking academics, educators and media professionals in promoting the use of technology in education. On behalf of ICEM-USA National Representative, Dr. Robert Doyle of Harvard University, I would like to invite you, one and all, to join us in eight sponsored sessions, ICEM (USA) membership meeting on Wednesday the 28th at 9:15 a.m. in the Jones Room, and the 21st annual International Division Dinner on Thursday the 29th at 6 p.m., followed by ICEM Auction at 8:30 p.m. in the Combs Chandler Room. It will be fun.

Cheng-Chang (Sam) Pan
AECT/ICEM Conference Planner

International Visual Literacy Association

IVLA was formed for the purpose of providing education, instruction and training in modes of visual communication and the application through the concept of visual literacy to individuals, groups, organizations, and to the general public. Our members represent a wide range of disciplines including the arts, sciences, education, communication, business, videography, photography, instructional technology, health and computer applications.

Thomas Hergert
IVLA Program Planner

New England School Library Association

NESLA promotes the development and extension of school library media program in New England by fostering connections between the members of the school library media associations within the six New England States as well as the educational media associations throughout the country. The goals of the association are to: Provide opportunities for leaders at the state level to strengthen leadership skills; Provide opportunities for the professional growth that are not easily supported by the state organizations within the region; and provide a strong regional voice at the national level.

Charlie White
NESLA Program Planner

Minorities in Media

Minorities in Media’s purpose is to encourage the effective utilization of educational media in the teaching learning process; to provide leadership opportunities in advancing the use of technology as an integral part of the learning process; to provide a vehicle through which minorities might influence the utilization of media in institutions; to develop an information exchange network common to minorities in media; to study, evaluate, and refine the educational technology process as it relates to the education of minorities and to encourage and improve the production of effective materials for the education of minorities.

Patricia Young
MIM Program Planner
Affiliate Organizations

Korean Society for Educational Technology

KSET’s mission is to provide professionals in educational technology with opportunities for sharing ideas, experiences, knowledge and skills and for establishing networks through academic publications and conferences. Major publications include the Korean Journal of Educational Technology and the Educational Conferences of KSET are held for Korean researchers, practitioners and invited international scholars to exchange knowledge and experiences, and contribute to the improvement of teaching and learning with educational technology. We look forward to seeing you all at the KSET night at 7:00 pm on Thursday in Red Star Tavern (450 S Fourth St. Louisville, KY 40202, TEL: 502.568.5656).

HyunSong Kim
AECT/KSET Conference Planner

The Society of International Chinese in Education Technology

The Society of International Chinese in Educational Technology (SICET) sponsors a general session, two keynotes, 12 concurrent presentations, two sessions featuring roundtables, and one “present at distance” session. Dr. Hongbo Song and Professor Shuzhuang Hao from Yantai University, China, will be sharing their expertise entitled “Interactive Multimedia Development for Foreign Language Education” and “English Test Online: Design and Implementation at Yantai University” respectively. The general session will report the progress achieved last year, present the “Best Presentation Award” & “Key Student Presenter Award”, discuss the activities planned for next year, and share information on how to get involved in international exchange such as summer fellowship trips to the universities in China. The presentations and roundtable sessions include various topics related to technology integration, robotics, gaming, flexible learning/hybrid instruction, mobile learning and Web 2.0. The international flavor of SICET is reflected in presentations that investigate the use of emerging technologies such as cross-cultural online learning and Second Life in learning English as a Second Language. Please join us at the SICET General meeting at 4:00pm Thursday in the Willow Hall.

Yuxin Ma & Tina Wu
SICET Program Planners
The Graduate Student Lounge (GSL) is presented by the Graduate Student Assembly. GSL sessions are less formal than other AECT presentations to make them as comfortable and interactive as possible. Smaller groups allow participants to really interact with presenters. While GSL programming is geared towards the interests of graduate students, topics are selected to have crossover appeal to faculty members as well. So even if you’re no longer a graduate student, you’re always welcome and encouraged to join us.

- **The Ethics Committee and Ethics in our Field** - Vicki Napper  
  *Thursday, October 29th, 8:00 – 9:00 AM*  
  Join in the discussion of ethics in our field. Special consideration will be given to how the ever changing technology requires us to continually reconsider our ethical stance. This is also an opportunity to contribute to the formation of a new code of ethics.

- **Advice for the Job Hunt** – Tom Brush, Anne Ottenbreit-Leftwich, Krista Glazewski, Theresa Cullen, Jung Won Hur  
  *Thursday, October 29th, 9:15 – 10:15 AM*  
  Getting ready for the job hunt? Are you already on the job hunt? This session is an opportunity to talk with professors at various points in their careers about how to be more successful on the job hunt and what kinds of strategies you might want to consider employing. Come with your questions ready. This was one of our most popular sessions last year.

- **Being a Consultant** - Monica Tracey  
  *Thursday, October 29th, 10:30 – 11:30 AM*  
  Do you have questions about becoming a consultant in our field or what to do once you have? Then this is the session for you. Stories and answers to your questions. This was one of our most popular sessions last year.

- **The TechTrends Editors** - Abbie Brown, Sharon Smaldino  
  *Thursday, October 29th, 1:00 – 2:00 PM*  
  It comes in the mail as a result of your AECT membership, but a lot of hard work goes into its production. Gradually increasing rejection rates have not hurt interest in publication submissions. Here is an opportunity to hear from and speak with the editors past and present of *TechTrends*.

- **Graduate Student Assembly Meeting**  
  *Friday, October 30th, 8:00 – 9:00 AM*  
  Join us for the annual GSA meeting.

- **The *ETR&D* Editors** - Mike Spector, Mike Hannafin, Steven Ross  
  *Friday, October 30th, 1:00 – 2:00 PM*  
  Have you ever wondered about the decisions being made behind the scenes at this prestigious journal? What are common problems in manuscripts received? Here is an opportunity to hear from and talk with editors past and present of *Educational Technology Research and Development*.

- **A Chat with the President-Elect** - Barbara Lockee  
  *Friday, October 30th, 2:15 – 3:15 PM*  
  AECT is a large organization and never is it more apparent then at each year’s national conference. This is an opportunity to sit down for small group discussion with new AECT president-elect Barbara Lockee.

- **Starting a New Journal** – Elizabeth Boling  
  *Friday, October 30th, 3:30 – 4:30 PM*  
  Have you ever wondered what kinds of decision go in to the process of starting a new academic journal? This new journal, which started as a Design and Development division proposal, will focus on Instructional Design Cases. This session in an opportunity to talk with the editor about the processes behind starting a new journal and the kinds of decisions needed to sustain it.
Online Learning

Time: 2:15 PM - 3:15 PM  Location: Holly

16-HY

.a Analysis of Peer-scaffolding patterns in four phases of Problem-solving in Web-based instruction
by: Seonyoung Jang, SEOUL NATIONAL UNIV.; Yoon Jung Kim, Seoul National Univ.; Seong Ik Park, Seoul National Univ.

The purpose of the present study is to find patterns of peer-scaffolding that constitute effective problem-solving strategies in web-based instruction. Six participations provided their scaffolding scripts in situations characterized by casual discussions in web-based environment. To collect data on peer group problem-solving interactions in collaborative activities among the six participations, their discourse’s content was analyzed to investigate patterns of peer-scaffolding.

.b A Study of an Integrated Instructional Model in a Collegiate Course for Creative Problem Solving with Online Support System
Presented by: Cheolil Lim, Seoul National University; Miyoung Hong, Seoul National University
Contributor(s): Kyungsun Park, Seoul National University; Youngjon Kim, Seoul National University

This paper examines the possibilities of an integrated instructional model in a college course using Creative Problem Solving with an online support system. A new instructional model was developed, and it is consisted of the general design principles and the specific design guidelines. The strengths, weaknesses, and improvements of the model were analyzed by the formative research methodology. Through this study, major directions for improvements of the model were suggested for further research.

Transforming Learning and Instruction

Time: 10:30 AM - 11:30 AM  Location: Poplar

23-PR

.b The Effects of Learning Styles and Reward Types on Social Interaction in Web-Based Cooperative Learning
by: Myounglang Kim, Korea University; Innwoo Park, Korea University; Mi RI Um, Korea University; Sungwoo Han, Inha University

The purpose of this study was to clarify the effects of learning styles and reward types on learners’ social interaction in web-based cooperative learning. An experiment was conducted with 200 undergraduate students. The results were found that learning styles and reward types influenced positively the social interaction measured by the centrality indices of Social Network Analysis and by learners’ perception.

25-JS

.p A Formative Study on the Design Principles for Simulation in Case-Based Learning
Time: 1:00 PM - 2:00 PM  Location: Jones (p)
by: Cheolil Lim, Seoul National University; Eunyoung Yeon, Seoul National University; Sunyoung Kim, Seoul National University; Youngtae Lee, Seoul National University

This study is to improve the design principles of procedural simulation in case-based learning. To achieve this goal, the design principles for procedural simulation were first identified from a literature review, later a simulation program for needs analysis case was developed and implemented. Interviews were conducted with nine graduate participants. The responses regarding the strengths, weaknesses, and improvements of the principles were analyzed, and additional design principles were found. This study suggests 25 design principles for a procedural simulation in case-based learning.
http://snu.dunet.co.kr

Linking Design and Learning

Time: 1:00 PM - 2:00 PM  Location: Poplar

25-PR

.a The Effects of Part-Task Sequencing Techniques in an English E-learning Program on Skill Acquisition and Cognitive Load
by: ; Hyunsong Kim, University of Georgia; Dongsik Kim, Hanyang Univ.; Minyoung Shin, Hanyang Univ.; Haesong Kim, Hanyang Univ.; Eunhye Kim, Hanyang Univ.

The purpose of this study was to examine the effects of part-task sequencing techniques on acquisition of English expression and cognitive load. Fifty-four students were randomly assigned to one of two conditions; the forward chaining with snowballing condition (Snowballing) and the simple forward chaining condition (No-Snowballing). Results indicated that the Snowballing group performed better than the No-Snowballing group on a skill acquisition test and the snowballing technique reduced extrinsic cognitive load.

.b Development of Collaborative Script Prototype to Support the Conceptual Change from Misconception to Scientific Concept
Presented by:
Contributor(s): Jungeun Oh, Hanyang University; Junghwa Yoo, Hanyang University; Eunhwa Chon, Hanyang University

The purpose of this study is to develop a collaborative scripts prototype for supporting the conceptual change from misconception to scientific concept. Science learning is focused on learning content so they insist that conceptual change of learner is important(Ausubel, 1968, Novak, 1988). So our study is suggested a collaborative scripts based on conceptual change model(Hashweh, 1986). There are 5 Design Principles(DPs) and Implementation Principles(IPs) are suggested and they are embodied a collaborative script prototype.
ISMF has celebrated and promoted K-12 and college student media production for 35 years. Students who engage in media production are more motivated and have the opportunity to apply skills and knowledge across a variety of subject areas.

ISMF continues to grow! The festival this year recognizes 4,374 students—and their 461 teachers—who created and entered media projects. We are thrilled to touch so many lives. The International Student Media Festival is championed by its founding organization, the Association for Educational Communications and Technology. For more information visit the ISMF website at www.ismf.net.

Workshop Details

ISMF is pleased to offer specialized media training workshops and demonstrations for the seventh year in a row. Students, teachers, and parents are invited to participate in this unique opportunity to learn some of the hands-on techniques used to create effective media projects. Multi-generational workshops are led by experienced trainers and educators in a lively and informative atmosphere. Come and learn how to make your next project even better!

Workshops Include:
- Making Music with GarageBand
- Video Editing with Final Cut Pro
- Photo Safari: Hands-on Digital Camera Photography
- Video Editing for the PC with Adobe Premier Elements 7
- Creating Interactive Projects with Activstudio Software
- Photo Editing with Adobe Photoshop Elements
- Storytelling through Podcasting using Audacity
- Multiliteracies: Students and Teachers Reading, Writing, Communicating & Learning
- Intro to Animation
- Filmmaking with Apple iMovie
- MIDI Magic!
...and more!
SICET Activities

Wednesday, October 28

SICET Keynote Speakers
Time: 1:00 PM - 2:00 PM
Location: Willow

15-WW
.a Interactive Multimedia Development for Foreign Language Education
Presented by: Hongbo Song,
.b English Test Online: Design and Implementation at Yantai University
Presented by: Shuzhuang Hao,

SICET Roundtable Sessions
Time: 2:15 PM - 3:15 PM
Location: Willow

16-WW
.a The Effects of Multimedia Chinese Language Learning on Student Performance and Attitudes
Time: 2:15 PM - 3:15 PM
Presented by: Hui-Ya Chuang, University of Northern Colorado; Heng-Yu Ku, University of Northern Colorado
.b Design of a Web-based System to Support Assessment in Virtual Environments for Learning (VEL)
Presented by: Douglas Williams, University of Louisiana; Susan Pedersen, Texas A&M University; Yuxin Ma, University of Louisiana
.c To Beautify Education - An Exploratory Discussion on Educational Aesthetics from an Educational-Technology Perspective
Presented by: Rongfei Geng, The University of Southern Mississippi
.d Applying Merrill’s First Principles of Instruction into Design: Bring a Transformative Learning Experience through a Faculty Technology Workshop.
Presented by: Lina Metlevskiene, Kansas State University
Contributor(s): Huiming Lu, Kansas State University

Thursday, October 29
Concurrent Presentations

SICET Roundtable Sessions
Time: 3:30 PM - 4:30 PM
Location: Willow

17-WW
.a Research-based Guidelines for K-12 Science Teachers to Use Blogs
Presented by: Wei Liu, Purdue University
.b Digital Archiving the Missing Culture?the Hakka Land Deity Project
Presented by: Yu-ching Chen, Chinese Culture University; Chih-wei Wen, Kao Fong College
.c Assessing College Students: From Classroom to In-world
Presented by: Rui Hu, EPIT Dept., University of Georgia; Thomas Reeves, EPIT Dept., University of Georgia; ERIC K. BROWN, EPIT Dept., University of Georgia

Hybrid/Online Chinese
Time: 8:00 AM - 9:00 AM
Location: Willow

21-WW
.a Hybrid Chinese Language Program: An Integration of Mobile Learning, Online Learning and Face-to-Face Instruction
Presented by: Tina Wu,
.b Chinese Online Education into New Millennium
Presented by: Xiaojun Chen, Purdue University

Assessment/Distance Education
Time: 9:15 AM - 10:15 AM
Location: Willow

22-WW
.a Motivating Student’s Online Communication and Interaction
Presented by: Shuyan Wang, University of Southern Miss
.b Assessing Teacher Candidates’ Knowledge Development in a Pedagogical Laboratory
Presented by: Yuxin Ma, CILAT; Douglas Williams, Univ of Louisiana at Lafayette; Louise Prejean, Univ of Louisiana at Lafayette; Guolin Lai, Univ of Louisiana at Lafayette
Web 2.0  
**Time:** 10:30 AM - 11:30 AM  
**Location:** Dogwood

**23-DD**  
.a Social Networking In E-Learning Courses: Building Sense of Community  
**Presented by:** Harrison Yang, State University of New York at Oswego; Steve Yuen, 118 College Drive #5036  
.b Flat-Structured Discussions as Organizational Scaffold Learning  
**Presented by:** Chih-Hsiung Tu, Northern Arizona University; Michael Blocher, Northern Arizona University; Cherng-Jyh Yen, Old Dominion University

**Technology Integration**  
**Time:** 10:30 AM - 11:30 AM  
**Location:** Willow

**23-WW**  
.a Design, Rationale, and Lessons Learned from a Robotics and Educaching Experience for Children, Grade 1-5  
**Presented by:** Douglas Williams, University of Louisiana; Yuxin Ma, University of Louisiana; Louise Prejean, University of Louisiana  
.b Effectiveness of Cell Phone Usage in China’s EFL Classroom  
**Presented by:** Guoqiang Cui, The University of Southern Mississippi; Shuyan Wang, The University of Southern Mississippi

**Distance Education**  
**Time:** 1:00 PM - 2:00 PM  
**Location:** Willow

**25-WW**  
.a US-Taiwan Cross-culturally Online Collaboration for Learning: The Perspective from Taiwanese College Students  
**Presented by:** Chun-Min (Arthur) Wang, National Hsinchu U. of Ed.  
.b Bridging Two Continents in a Virtual World: Integrate Second Life into an EFL Program  
**Presented by:** David Stone, Southern Polytechnic State University; Xiaoxue Wang, Georgia State University; Hongbo Song, Yantai University, Yantai, Shandong, P.R. China; Yongqian Liu; Qiaoqiao Yan, Yantain University, Yantai, Shandong, P.R. China

**Technology Integration**  
**Time:** 1:00 PM - 2:00 PM  
**Location:** Willow

**25-DD**  
.a 'Bag of Technology Tricks': Strategies for Teaching Chinese  
**Presented by:** Ronglei Chen,  
.b Collaborative Learning; A Way to Transform Learning and Instruction in Online Courses  
**Presented by:** Hong Zhan, Embry-Riddle Aeronautical Univ

**SICET General Session**  
**Time:** 3:30 PM - 4:30 PM  
**Location:** Willow  
**Presented by:** Shuyan Wang, University of Southern Miss  
Reports progress for the year, etc. President will present the awards to presenters.

**SICET Board of Directors**  
**Time:** 6:00 PM - 8:00 PM  
**Location:** SICET Suite  
**Presented by:** SICET Board,  
SICET Board of Directors Meeting
AECT EXECUTIVE MEETINGS

• AECT BOARD OF DIRECTORS
  Tuesday, 1:00 PM – 4:45 PM, Beckham
  Saturday, 9:15 AM - 1:00 PM, Wilkinson

• ECT Foundation Board of Trustees Meeting
  Wednesday, 12:30 PM - 3:30 PM, Stopher
  Friday, 8:00 AM - 10:30 AM, Wilkinson

AECT EDITORIAL BOARDS

• ETR&D Editorial Boards for Development and Research Joint Meeting
  Friday, 2:15 PM - 3:15 PM, Beckham

• Tech Trends Editorial Board
  Thursday, 8:00 AM - 9:00 AM, Poplar

• Quarterly Review of Distance Learning
  Wednesday, 10:30 AM – 11:30 AM, Brown

DIVISION & AFFILIATE GOVERNANCE MEETINGS

• Design & Development Division Board of Directors
  Wednesday, 8:00 AM - 9:00 AM, Brown

• Design & Development Division Membership Meeting
  Thursday, 1:00 PM – 2:00 PM, Nunn

• Distance Learning Division Board of Directors
  Wednesday, 8:00 AM - 9:00 AM, Stopher

• Distance Learning Division Membership Meeting
  Friday, 1:00 PM – 2:00 PM, Clements

• Division on Systemic Change Board of Directors
  Wednesday, 8:00 AM - 9:00 AM, McCready

• Division on Systemic Change Membership Meeting
  Friday, 9:15 AM – 10:15 AM, Beckham

• International Division Board of Directors
  Thursday, 8:00 AM - 9:00 AM, Jones

• International Division Membership Meeting
  Friday, 9:15 AM – 10:15 AM, Laffoon

• Minorities In Media (MIM) Business Meeting
  Friday, 2:15 PM - 3:15 PM, Breathitt

• MultiMedia Division Board of Directors
  Wednesday, 8:00 AM - 9:00 AM, French

• MultiMedia Division Membership Meeting
  Friday, 2:15 PM – 3:15 PM, Wilkinson

• Research & Theory Division Board of Directors
  Wednesday, 8:00 AM - 9:00 AM, Combs Chandler

• Research & Theory Division Membership Meeting
  Friday, 3:30 PM – 4:30 PM, Wilkinson

• School Media & Technology Division Board of Directors
  Wednesday, 8:00 AM - 9:00 AM, Stanley

• School Media & Technology Division Membership Meeting
  Friday, 9:15 AM – 10:15 AM, Clements

• SICET Board of Directors
  Thursday, 6:00 PM - 7:00 PM, SICET suite

• Teacher Education Division Board of Directors
  Wednesday, 8:00 AM - 9:00 AM, Beckham

• Teacher Education Division Membership Meeting
  Friday, 9:15 AM – 10:15 AM, Grand Ballroom A

• Training & Performance Division Board of Directors
  Wednesday, 8:00 AM - 9:00 AM, Taylor

• Training & Performance Division Membership Meeting
  Friday, 3:30 PM – 4:30 PM, Wilson

COMMITTEE MEETINGS

• 2009 Convention Evaluation Committee
  Thursday, 8:00 AM - 9:00 AM, Taylor

• 2010 National Convention Planning Committee
  Saturday, 8:00 AM - 9:00 AM, Brown

• 2010 AECT Research Symposium Committee
  Thursday, 8:00 AM - 9:00 AM, Brown

• Accreditation Committee
  Thursday, 9:15-10:15 AM, Nunn

• AECT Membership Committee
  Wednesday, 9:15 AM – 10:15 AM, Brown

• Awards Committee
  Thursday, 8:00 AM - 9:00 AM, Nunn

• Curriculum Committee
  Wednesday, 3:30 PM – 4:30 PM, Dogwood
• Definition and Terminology Committee
  Thursday, 8:00 AM - 9:00 AM, Coe
  and Friday, 8:00 AM – 9:00 AM, Poplar

• Distance Education Standards
  Thursday, 8:00 AM – 9:00 AM, French

• Electronic Services Committee
  Thursday, 8:00 AM – 9:00 AM, Jones

• Intellectual Property Committee
  Friday, 8:00 AM – 9:00 AM, Morrow

• Leadership Development Committee
  Wednesday, 10:30 AM – 11:30 AM, Coe

• Nominating Committee Meeting for 2011 Elections
  Wednesday, 1:00 PM – 2:00 PM, Combs Chandler

• Organization & By-Laws Committee
  Friday, 8:00 AM – 9:00 AM, Beckham

• PIDT 2010 Planning Meeting
  Thursday, 8:00 AM – 9:00 AM, Morrow

• Professional Ethics Committee
  Friday, 8:00 AM – 9:00 AM, Fields

• Publications Committee Meeting
  Friday, 8:00 AM – 9:00 AM, Stanley

• Virtual Worlds Committee
  Friday, 8:00 AM – 9:00 AM, Brown

• Standards Committee
  Friday, 11:45 AM – 12:45 PM, Morrow
Web 2.0 Technologies for Virtual Collaboration: How to Design and Support Successful Learning Experiences
Time: 9:15 AM - 12:15 PM
Location: Fields
Web 2.0 expresses a trend in digital technology that aims at augmenting, collaboration, communication, creativity, information sharing and functionality. This half-day workshop will offer recommendations and practical applications on using Web 2.0 technologies combined with instructional strategies (e.g., project-based) to support geographically dispersed learning teams. The workshop is based on presenters’ actual experiences in designing and implementing a variety of computer-based collaborative projects in higher education and K-12 settings.

Creating Instructional Content with iLife 09 Applications
Time: 9:15 AM - 4:00 PM
Location: Morrow
This workshop will cover the use of the iLife ‘09 suite to create instructional content. Attendees will learn how to use iMovie, iPhoto, iTunes, GarageBand and iDVD. Participants will create a podcast using still pictures and digital video specially prepared for this workshop. Participants will receive a rubric for evaluating their projects. Examples of projects created by elementary, high school and teacher preparation students will be shared.

AECT NCATE Program Reviewer Training
Time: 9:15 AM - 4:00 PM
Location: Wilson
NCATE representatives and AECT trainers host a workshop to assist those institutions preparing a program review for NCATE AECT peer review and to train potential program reviewers for inclusion in the peer review process.

Creating Dynamic Database-Driven Web Sites with Dreamweaver Using PHP
Time: 1:00 PM - 4:00 PM
Location: Combs Chandler
This workshop will demonstrate how to use Dreamweaver to create a dynamic web site based on the PHP server model that saves, updates, and displays information from an online database. A range of examples will be presented from an online instructional design graduate course that extensively uses dynamic content in its web site. No prior knowledge about databases is needed, but participants should already be competent and comfortable using Dreamweaver to create static pages.
http://it.coe.uga.edu/~lrieber/aect2009/index.html

Integrating creativity development in instructional design: A creativity workshop
Time: 1:00 PM - 4:00 PM
Location: Coe
Creative problem solving is a skill that can be taught. It requires extensive work by the learners, but the lessons will change the learner in unforeseen. This hands-on high energy-session is based on the lessons learned from teaching creativity and will focus on the development of creativity the instructional designers. Workshop participants will increase their own creativity, and will develop activities and directions to encourage creativity in teaching instructional design.

Web 2.0 Tools for Engaging Learners
Time: 1:00 PM - 4:00 PM
Location: Carroll-Ford
This is a Bring Your Own Laptop Workshop designed to enhance skills in utilizing Web 2.0 tools for engaging learners. This workshop will examine popular Web 2.0 tools that can be used to promote interaction and collaboration in online learning communities. As 21st century workplace environments focus on collaborative problem solving, educators need to harness the power and integrate Web 2.0 tools into the classroom. Registered participants will be contacted prior to the conference.

Creating Flash-Based Interactive Multimedia Presentations and Assessments for Self-Directed Learning
Time: 1:00 PM - 4:00 PM
Location: Segell
Instructors would have a difficulty in creating Flash-based online presentations and assessments for their students’ self-directed learning due to their lack of web/multimedia authoring skill and prior knowledge of programming language. Participants will learn how to create interactive multimedia presentations and publish them as Flash movies in Adobe Captivate without mastering Flash authoring skills. The workshop will focus on creating presentations with narrations, videos, animations, interactive elements, and various types of quizzes to allow students to get rich learning experience.
**AECT Convention Workshops**

**12-DD**

Using NVivo 8.0 for Qualitative Research and Data Analysis  
*Time:* 9:15 AM - 12:15 PM  
*Location:* Dogwood

This workshop provides participants with an overview of NVivo 8.0 (qualitative data analysis software by QSR Inc.) and trains them on its use in qualitative research. If participants have pre-loaded the software (full or trial version) on their own laptop computers, part of the session will be used for hands-on practice.

**12-FS**

Creating & Accessing iPhone Learning Applications  
*Time:* 9:15 AM - 12:15 PM  
*Location:* Fields

This workshop demonstrates the process for creating and accessing cell phone applications for the iPhone using free simulation software downloaded from Apple on MacBook Pros. No programming skills or iPhone are needed to complete the step-by-step activities guided by videos, tutorials, and instructor. You will not believe how easy it is to follow templates for creating customized iPhone applications for instruction.

**12-HY**

Controlling Website Layout and Design with Cascading Style Sheets  
*Time:* 9:15 AM - 12:15 PM  
*Location:* Holly

This hands-on, half-day workshop will help participants use Cascading-Style Sheets (CSS) to control the look and feel of their own websites. By the end of the workshop, each participant will have learned basic CSS skills that will give them the ability to create professional-looking web-sites. Participants will each create their own CSS-based webpage. For full benefit, participants should be comfortable in using html (although no html coding will occur during the workshop).

**12-MC**

Tuning your presentation: Making the most of your chance to show and tell your story  
*Time:* 9:15 AM - 12:15 PM  
*Location:* McCreary

This workshop will be directed primarily toward presenters who have had proposals accepted to the 2009 AECT National Conference and toward helping them adjust and improve their work. As an introduction, we will address some general and basic guidelines on visual literacy issues, including examples from our own work and the work of colleagues.

We will review relevant literature and best practices on visual communication and presentation, and attendees will discuss their own projects and challenges. The workshop will address technical, aesthetic, and communication aspects of live presentations supported by digital media. Participants should bring presentations on which they are working and their own computers if possible. Presentations on flash drives or CD can be reviewed and adjusted.

**12-SY**

Finding e3 (Effective, Efficient, Engaging) Instruction  
*Time:* 9:15 AM - 12:15 PM  
*Location:* Stanley

This workshop will instruct participants in the use of the e3 course evaluation rubric that will enable them to determine the extent to which First Principles have been implemented in a given instructional product. The resulting evaluation provides an e3 score for the instruction as a whole and each component skill that is taught. The rubric also provides specific prescriptive recommendations for improving the instruction.

**12-WT**

Effective Use of Games in P-8 Classrooms  
*Time:* 9:15 AM - 12:15 PM  
*Location:* Walnut

This is a Bring Your Own Laptop Workshop designed to enhance skills in locating and utilizing free online games and simulations in core content areas. Different types of games and interactive experiences will be shared, and participants will take away a MAC and PC Cd with all games included, as well as handouts, templates and more. Participants will learn how to use games to enhance learning, why games are motivational and effective in learning, and what current research reports about using games in the classroom.

**42-GC**

AECT HistoryMakers Series and iTunesU  
*Time:* 9:15 AM - 10:15 AM  
*Location:* Grand Ballroom C

This workshop will initiate a collection of podcast and vodcasts that will appear as an AECT series available on iTunesU capturing the work and stories of History Makers as a sharable collection. You will gain a depth of understanding regarding different types of digital content creation, interview history-making AECT members and edit content, and learn how to submit your creations to the collection. By collaborating together on this, we can capture this history across all our locations and institutions.

*Some equipment will be available but participants are encouraged to bring their own digital cameras and recorders
02-FS
Web 2.0 Technologies for Virtual Collaboration: How to Design and Support Successful Learning Experiences
Time: 9:15 AM - 12:15 PM
Location: Fields
Presented by: Ana-Paula Correia, Iowa State University; Evrim Baran, Iowa State University; Yasemin Demiraslan, Iowa State University; Turkan Karakus, Middle East Technical University
Contributor(s): Kajal Shah, Iowa State University; Farrah Yusop, Iowa State University
Web 2.0 expresses a trend in digital technology that aims at augmenting, collaboration, communication, creativity, information sharing and functionality. This half-day workshop will offer recommendations and practical applications on using Web 2.0 technologies combined with instructional strategies (e.g., project-based) to support geographically dispersed learning teams. The workshop is based on presenters' actual experiences in designing and implementing a variety of computer-based collaborative projects in higher education and K-12 settings.

02-MW
Creating Instructional Content with iLife 09 Applications
Time: 9:15 AM - 4:00 PM
Location: Morrow
Presented by: Otto Benavides, California State University, Fresno
This workshop will cover the use of the iLife ’09 suite to create instructional content. Attendees will learn how to use iMovie, iPhoto, iTunes, GarageBand and iDVD. Participants will create a podcast using still pictures and digital video specially prepared for this workshop. Participants will receive a rubric for evaluating their projects. Examples of projects created by elementary, high school and teacher preparation students will be shared.

02-WI
AECT NCATE Program Reviewer Training
Time: 9:15 AM - 4:00 PM
Location: Wilson
Presented by: Tom Blevins, Bluefield State College
Contributor(s): Margie Crutchfield, NCATE
NCATE representatives and AECT trainers host a workshop to assist those institutions preparing a program review for NCATE AECT peer review and to train potential program reviewers for inclusion in the peer review process.

05-BM
AECT Board of Directors
Time: 1:00 PM - 4:45 PM
Location: Beckham
Presented by: AECT Board, Board of Directors
AECT Board of Directors Meeting

05-CC
Creating Dynamic Database-Driven Web Sites with Dreamweaver Using PHP
Time: 1:00 PM - 4:00 PM
Location: Combs Chandler
Presented by: Lloyd Rieber, University of Georgia
This workshop will demonstrate how to use Dreamweaver to create a dynamic web site based on the PHP server model that saves, updates, and displays information from an online database. A range of examples will be presented from an online instructional design graduate course that extensively uses dynamic content in its web site. No prior knowledge about databases is needed, but participants should already be competent and comfortable using Dreamweaver to create static pages.
http://it.coe.uga.edu/~lrieber/aect2009/index.html

05-CE
Integrating creativity development in instructional design: A creativity workshop
Time: 1:00 PM - 4:00 PM
Location: Coe
Presented by: Brad Hokanson, University of Minnesota
Creative problem solving is a skill that can be taught. It requires extensive work by the learners, but the lessons will change the learner in unforeseen. This hands-on high energy-session is based on the lessons learned from teaching creativity and will focus on the development of creativity the instructional designers. Workshop participants will increase their own creativity, and will develop activities and directions to encourage creativity in teaching instructional design.

05-CF
Web 2.0 Tools for Engaging Learners
Time: 1:00 PM - 4:00 PM
Location: Carroll-Ford
Presented by: Lois Lindell, University of Northern Iowa
This is a Bring Your Own Laptop Workshop designed to enhance skills in utilizing Web 2.0 tools for engaging learners. This workshop will examine popular Web 2.0 tools that can be used to promote interaction and collaboration in online learning communities. As 21st century workplace
environments focus on collaborative problem solving, educators need to harness the power and integrate Web 2.0 tools into the classroom. Registered participants will be contacted prior to the conference.

05-SL
Creating Flash-Based Interactive Multimedia Presentations and Assessments for Self-Directed Learning
Time: 1:00 PM - 4:00 PM
Location: Segell
Presented by: Taeyeol Park, Georgetown University
Instructors would have a difficulty in creating Flash-based online presentations and assessments for their students’ self-directed learning due to their lack of web/multimedia authoring skill and prior knowledge of programming language. Participants will learn how to create interactive multimedia presentations and publish them as Flash movies in Adobe Captivate without mastering Flash authoring skills. The workshop will focus on creating presentations with narrations, videos, animations, interactive elements, and various types of quizzes to allow students to get rich learning experience.

06-JS
Volunteer Orientation
Time: 2:15 PM - 3:15 PM
Location: Jones
Presented by: Dalinda Bond, Association for Educational Communications and Tec
Orientation for AECT convention volunteers.

09-CS
AECT Leadership Dinner and Meeting
Time: 6 PM - 7 PM
Location: Clements
Presented by: Leadership Committee, AECT
The Leadership Meeting will be 6 PM - 7 PM with the Dinner following the meeting.
### 11-BM
**Instructional Design & Technology Professor’s Forum**
- **Time:** 8:00 AM - 11:30 AM
- **Location:** Beckham
- **Presented by:** Monica Tracey, Wayne State University; Sharon Smaldino, Northern Illinois University

### 11-BN
**Design and Development Board Of Directors**
- **Time:** 8:00 AM - 9:00 AM
- **Location:** Brown
- **Presented by:** Design and Development Division, Board of Directors

### 11-CC
**Research & Theory Division Board Of Directors**
- **Time:** 8:00 AM - 9:00 AM
- **Location:** Combs Chandler
- **Presented by:** Research & Theory Division, Board Of Directors

**Facilitator:** Lisa Yamagata-Lynch, Northern Illinois University

### 11-CE
**School Media & Technology Board of Directors**
- **Time:** 8:00 AM - 9:00 AM
- **Location:** Coe
- **Presented by:** School Media & Technology Division, Board of Directors

### 11-FH
**MultiMedia Production Division Board Meeting**
- **Time:** 8:00 AM - 9:00 AM
- **Location:** French
- **Presented by:** MultiMedia Production Division, Board of Directors

### 11-JS
**International Division Board of Directors**
- **Time:** 8:00 AM - 9:00 AM
- **Location:** Jones
- **Presented by:** International Division, Board of Directors

### 11-SL
**Division for Systemic Change Board of Directors Meeting**
- **Time:** 8:00 AM - 9:00 AM
- **Location:** Segell
- **Presented by:** Systemic Change Division, Board of Directors

### 11-SR
**Distance Learning Board of Directors**
- **Time:** 8:00 AM - 9:00 AM
- **Location:** Stopher
- **Presented by:** Distance Learning Division, Board of Directors

### 11-TR
**Training & Performance Division Board of Directors**
- **Time:** 8:00 AM - 9:00 AM
- **Location:** Taylor
- **Presented by:** Training & Performance Division, Board of Directors

### 11-WI
**Teacher Education Division Board of Directors**
- **Time:** 8:00 AM - 9:00 AM
- **Location:** Wilson
- **Presented by:** Teacher Education Division, Board of Directors

### 12-BN
**AECT Membership Committee**
- **Time:** 9:15 AM - 10:15 AM
- **Location:** Brown
- **Presented by:** Membership Committee, AECT

**Facilitator:** Charlie White, AECT Past President
AECT Membership Committee Meeting
12-DD
Using NVivo 8.0 for Qualitative Research and Data Analysis  
**Time:** 9:15 AM - 12:15 PM  
**Location:** Dogwood  
**Presented by:** Ross A Perkins, Boise State University  
This workshop provides participants with an overview of NVivo 8.0 (qualitative data analysis software buy QSR Inc.) and trains them on its use in qualitative research. If participants have pre-loaded the software (full or trial version) on their own laptop computers, part of the session will be used for hands-on practice.

12-FS
Creating & Accessing iPhone Learning Applications  
**Time:** 9:15 AM - 12:15 PM  
**Location:** Fields  
**Presented by:** Tom Atkinson, University of Central Florida  
This workshop demonstrates the process for creating and accessing cell phone applications for the iPhone using free simulation software downloaded from Apple on MacBook Pros. No programming skills or iPhone are needed to complete the step-by-step activities guided by videos, tutorials, and instructor. You will not believe how easy it is to follow templates for creating customized iPhone applications for instruction.

12-HY
Controlling Website Layout and Design with Cascading Style Sheets  
**Time:** 9:15 AM - 12:15 PM  
**Location:** Holly  
**Presented by:** Peter Rich, Brigham Young University  
This hands-on, half-day workshop will help participants use Cascading-Style Sheets (CSS) to control the look and feel of their own websites. By the end of the workshop, each participant will have learned basic CSS skills that will give them the ability to create professional-looking web-sites. Participants will each create their own CSS-based web-page. For full benefit, participants should be comfortable in using html (although no html coding will occur during the workshop).  
[Peter.byuip.net/workshops/css/](http://Peter.byuip.net/workshops/css/)

12-JS
ICEM Membership Meeting  
**Time:** 9:15 AM - 10:15 AM  
**Location:** Jones  
**Presented by:** Robert Doyle, AECT/ICEM USA Representative  
**Facilitator:** Cheng-Chang Pan, AECT/ICEM Conference Planner  
ICEM cordially invites its current and prospective members to its 2009 AECT/ICEM-USA Membership meeting. Officers will report on their presence at this year’s ICEM Congress, hosted by Abu Dhabi Women’s College, UAE. They will also lay out the agenda and priorities for the forthcoming year. Your input is highly appreciated.

12-MC
Tuning your presentation: Making the most of your chance to show and tell your story  
**Time:** 9:15 AM - 12:15 PM  
**Location:** McCreary  
**Presented by:** Thomas Hergert, St. Cloud State University  
This workshop will be directed primarily toward presenters who have had proposals accepted to the 2009 AECT National Conference and toward helping them adjust and improve their work. As an introduction, we will address some general and basic guidelines on visual literacy issues, including examples from our own work and the work of colleagues. We will review relevant literature and best practices on visual communication and presentation, and attendees will discuss their own projects and challenges. The workshop will address technical, aesthetic, and communication aspects of live presentations supported by digital media. Participants should bring presentations on which they are working and their own computers if possible. Presentations on flash drives or CD can be reviewed and adjusted.

12-SY
Finding e3 (Effective, Efficient, Engaging) Instruction  
**Time:** 9:15 AM - 12:15 PM  
**Location:** Stanley  
**Presented by:** M. David Merrill, FSU  
This workshop will instruct participants in the use of the e3 course evaluation rubric that will enable them to determine the extent to which First Principles have been implemented in a given instructional product. The resulting evaluation provides an e3 score for the instruction as a whole and each component skill that is taught. The rubric also provides specific prescriptive recommendations for improving the instruction.

12-WT
Effective Use of Games in P-8 Classrooms  
**Time:** 9:15 AM - 12:15 PM  
**Location:** Walnut  
**Presented by:** Judy Donovan, Indiana University Northwest  
This is a Bring Your Own Laptop Workshop designed to enhance skills in locating and utilizing free online games and simulations in core content areas. Different types of games and interactive experiences will be shared, and participants will take away a MAC and PC Cd with all games included, as well as handouts, templates and more. Participants will learn how to use games to enhance learning, why games are motivational and effective in learning, and what current research reports about using games in the classroom.
13-BN
Quarterly Review of Distance Education Editorial Board
Time: 10:30 AM - 11:30 AM
Location: Brown
Presented by: QRDE Board

Integrative, Indisciplinary Approaches
Time: 10:30 AM - 11:30 AM
Location: Combs Chandler

13-CC
The Training and Performance Professional: Who Are You?
Presented by: Joi Moore, University of Missouri; Gayle Davidson-Shivers, University of South Alabama; Rita Richey, Wayne State University; Tristan Johnson, Florida State University
Contributor(s): Dan Schuch, PacifiCorp

The advisory board will discuss the knowledge and skills needed for the training and performance profession, and how to distinguish from other professionals that claim they have the capabilities to perform the same responsibilities. As competition increases in the workforce, the basic understanding of the skill sets are essential for ensuring that the appropriate people are utilized to sustain and improve the work environment.

13-CE
Leadership Development Committee
Time: 10:30 AM - 11:30 AM
Location: Coe
Presented by: Christopher Miller, Morehead State University

Cases of Systemic Change
Time: 1:00 PM - 2:00 PM
Location: Beckham
Facilitator: Barbara Rosenfeld, Brooklyn College

15-BM
.a Transforming School Organizations into Dynamic Organisms.
Presented by: Hoyet Hemphill, Western Illinois University; Leaunda Hemphill, Western Illinois University
Contributor(s): Donna McCaw, Western Illinois University

This concurrent session presents a model for systemic transformation in schools based on the concept that current school systems do not dynamically adjust to the needs of our current information-rich society. Self-organizing dynamical systems are discussed as one solution, in particular Bain’s model. A project is presented that demonstrates the use of a CMS (Moodle) to facilitate positive distributed change through the implementation of self-directed learning supplements and social networking approaches across partnering districts.

.b An Investigation of Learning Management Systems Usage for Their Primary and Information-Age Functions in a School District
Presented by: Charles Reigeluth, Indiana University; Seolim Kwon, Indiana University; Zihang Shao, Indiana University
Contributor(s): Zahide Yildirim, Middle East Technical University; Yuichi Kageto, Indiana University

This study explores the learning management systems (LMS) usage for their primary and information age functions in a school district in the state of Indiana. The participants of the study are the teachers, the administrators and the technology coordinators. The data were collected through interviews and observations. The collected data were subjected to content analysis. The findings of the study were presented under the LMSs and the themes investigated in the study.

15-CC
Nominating Committee Meeting for 2010 elections
Time: 1:00 PM - 2:00 PM
Location: Combs Chandler
Presented by: Patricia Miller, AECT President

Linking Design and Learning
Time: 1:00 PM - 2:00 PM
Location: Coe
Facilitator: supawan supanakorn, University of Wyoming

15-CE
.a Striking the Proper Support Balance of Learner Support in Instructional Games: A Formative Evaluation of MyRulerMaker
Presented by: Sheri Weppel, Lehigh University; MJ Bishop, Lehigh University

Instructional games appear to fluctuate considerably between ‘restricted play’ and ‘free play.’ Highly structured games with lots of corrective feedback can be less engaging and unsatisfying, whereas unstructured, complex gaming environments with minimal feedback can lead to heavy cognitive load, frustration, and difficulty succeeding. Presenters will discuss findings from their research and development study exploring how instructional designers might strike the proper balance between too much and too little learner support in instructional game designs.
SOCRATIC SEMINAR  
**Time:** 1:00 PM - 2:00 PM  
**Location:** Dogwood  

**Presented by:** Kyle Peck, Penn State Univ; Mike Montalto-Rook, Penn State Univ; Justin Kennedy, San Diego State Univ.; Ward Cates, Lehigh University; Patricia Miller, KNPB; Janet Daugherty, University of Central Florida  

Three Senior Professor members of AECT present their philosophies of education. Each followed by a graduate student’s discussion of their philosophy.

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**Integrative, Indisciplinary Approaches**  
**Time:** 1:00 PM - 2:00 PM  
**Location:** French  
**Facilitator:** Yasemin Demiraslan,  

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**15-FH**  
.a Imaginative Instruction: What Master Storytellers Can Teach Instructional Designers  
**Presented by:** Jason McDonald,  
Stories play a crucial role in human learning, yet the method of storytelling is seemingly underutilized by today’s instructional designers. This presentation encourages designers to use instructional stories as well as incorporate the principles of storytelling into other instructional environments. The presentation is based on interviews with filmmakers to discover what they know about storytelling as a method of instruction. The principles they describe can help designers better create inventive instructional environments.  

.b Aesthetic Instructional Design: Learning from Play Directing  
**Presented by:** Jaehwan Byun, Southern Illinois University Carbondale  
Learning is an aesthetic experience. Learners do not receive passively an instruction, but experience the instructional event aesthetically. How, then, can we design an instruction to provide aesthetic experience to learners? One of the ways is to explore existing art areas that provide people with aesthetic experiences arousing their heightened awareness and enhanced engagement. This study explores play directing theories and discusses some aesthetic principles derived from the theories for instructional design practice.

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**Transforming Learning and Instruction**  
**Time:** 1:00 PM - 2:00 PM  
**Location:** Fields  
**Facilitator:** Raymond Pastore, Penn State University

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**15-FS**  
.a Identifying Entry-level Multimedia Production Competencies and Skills of Instructional Design and Technology Professionals: Results from the 2009-2010 Biennial Survey  
**Presented by:** Bill Sugar, East Carolina University; Abbie Brown, East Carolina University; Lee Daniels, East Tennessee State University  

This presentation is a report on the results from the current biennial survey of entry-level multimedia production competencies and skills of Instructional Design and Technology professionals. The survey provides insight into the necessary multimedia production skills that an Instructional Design and Technology graduate needs to possess. The synthesized survey results present implications for multimedia production curricula within Instructional Design and Technology graduate programs, e-learning programs, and training organizations.

.b Multimedia Competencies for Instructional Technologist: A 2009 Needs Assessment  
**Presented by:** Florence Martin, University of North Carolina - Wilmington; Albert Ritzhaupt, University of North Carolina Wilmington  
Most of the instructional technology programs offer one or more courses that teach multimedia design and development. The goal of this study is to identify multimedia competencies that an instructional technology graduate should master before entering the workforce. In this study, an extant literature review, followed by a job analysis and survey based research was conducted to identify the multimedia competencies for instructional technologists.

.c Designing Generative Templates for Interactive Case-Based Learning  
**Location:** Fields  
**Presented by:** Chris Blakesley, University of Wisconsin-Madison  
**Contributor(s):** Michael Thomas, University of Wisconsin-Madison  

Learning through experience can afford valuable learning outcomes, including problem-solving skills and professional development. Yet desired learning experiences are often unfeasible, high-risk, or impractical. Among many efforts to bridge this gap, we suggest a flexible, adaptable approach to designing scenario-based learning environments. We will discuss a design-based research study in which generative design templates and workflows have been used to inform a theory of novice learning through the design and play of interactive cases.
**15-HY**

. A Expertise-Based Training (XBT): Theory into Practice  
**Time:** 1:00 PM - 2:00 PM  
**Location:** Holly  
**Presented by:** Peter Fadde, Southern Illinois University  
Expertise-Based Training (XBT) draws on theories, findings, and methods of expertise research to create instructional strategies intended to hasten the development of advanced learners to expert level. XBT strategies include: Cognitive Task Analysis of experts’ knowledge and processes, mental model matching (learner to expert), and repurposing representative tasks used in expert-novice research to train advanced learners in the particular skills that characterize expert performers. XBT is appropriate for pre-service professional education and in-service professional development.

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**15-JS**

**Transforming Learning and Instruction**  
**Time:** 1:00 PM - 2:00 PM  
**Location:** Jones  
**Facilitator:** Richard Cornell, University of Central Florida  
Critical Thoughts on Online Learning Community: Collective Intelligence vs. Individual Intelligence  
**Presented by:** Chih-Hsiung Tu, Northern Arizona University; Rick Shearer, Pennsylvania State University; Lauren Cifuentes, Texas A & M University; Cheng-Chang Pan, University of Texas at Brownsville  
**Contributor(s):** Michael Blocher, Northern Arizona University

If one agrees that the values of human learning lie in a learning community, it seems to suggest that collective intelligence has more value than individual intelligence. Current trends in online learning community seem to advocate that collaborative work is better than individual work. Is the wisdom of crowds better than individual wisdom? Will individual creativity (individual intelligence) be replaced by collaborative work (collective intelligence)? This panel discussion invites the scholars, whose expertise is in online learning community and college students (undergraduate & graduate students), to ponder the critical issues between collective intelligence and individual intelligence in an online learning community. This will be the third consecutive year of hosting this panel discussion to ponder deeper and more valuable questions and issues in collaborative intelligence.

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**15-MC**

. A D&D Pacificorp Competition Orientation  
**Time:** 1:00 PM - 1:30 PM  
**Location:** McCreary  
**Presented by:** Design and Development Division, AECT  
D&D Pacificorp Competition Orientation  
.b  PacificCorp Design & Development Award Competition--Final Round  
**Presented by:** James Marken, Old Dominion University  
The sixth annual PacificCorp Design and Development Award Competition, co-sponsored by PacificCorp and the Design and Development Division, is a competition to promote innovative design-and-development approaches to adult learning and performance-improvement problems by graduate students working with mentors in the Design and Development Division of AECT. In this session, the three finalist teams make their presentations to a panel of judges, who will then select the winner. Come see innovative design and development in action!

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**15-MW**

. a Solving Ethical Dilemmas Through Argumentation  
**Presented by:** David Jonassen, University of Missouri; Young Hoan Cho, University of Missouri; Kyungbin Kwon, University of Missouri; Holly Henry, University of Missouri  
**Contributor(s):** Matthew Easter, University of Missouri

In this study, we compared the effectiveness of two alternative methods for enhancing argumentation in support of solving engineering ethics problems. Engineering freshmen addressed three everyday ethics problems by evaluating alternative solutions or by constructing their own arguments. Students who evaluated alternative arguments better supported their arguments on the immediate transfer task. They provided more elaborate discussions and justifications for their solutions to ethics problems.

.b  Layout, Structure, and Semantic Embedding. On the Problem of Finding Accessible Features for Evaluating the Quality of Learning Texts  
**Presented by:** Pablo Pirmay-Dummer, University of Freiburg  
**Contributor(s):** Katharina Agostini, University of Freiburg; Tim Wöllenstein, University of Freiburg; Timo Di Legge, University of Freiburg

On the empirical basis of semantic, syntactic, and layout text features we conducted a study to find out more about the text features which we believe to influence performance.
Within the data analysis we show that the prediction of text quality is far more complex than it is usually assumed to be. Additionally we found out that the subjective perception of the learner on several important text quality measures has no effect on learning performance.

Linking Design and Learning

**IVLA**

**Time:** 1:00 PM - 2:00 PM  
**Location:** Poplar  
**Facilitator:** Karen Kaminski, IVLA

15-PR

.a Like a Seurat Painting: The Use of Visual Metaphors in Teaching Action Research Online  
**Presented by:** Maria Avgerinou, DePaul University

This case study explored online teacher perceptions of action research through the use of visual metaphors. The goal was to assist teachers articulate and monitor the development of their own meaning construction of the action research methodology, with the view to facilitating and empowering their cognitive growth as teacher-researchers. The identified types of visual metaphors assisted participants and instructor toward eliminating specific cognitive and affective hindrances, while capitalizing upon and further developing existing strengths.

.b Students’ Visual Representation of Affective Adult Learning Facilitators (ALFS)  
**Presented by:** Karen Kaminski, Colorado State University; Kristi Frush, Colorado State University

Visual representation of attitudes and emotions can generate reflection and deeper understanding within a learner. In a Master of Adult Education program we ask learners to create a visual representation of an Adult Learning Facilitator (ALF). This session shares the commonalities and differences found in 5 years of student products. We will share examples and discuss commonalities and unique aspect. We will brainstorm other content areas where visual reflection can support learning and reflection.

Technology Integration

**MTS**

**Time:** 1:00 PM - 2:00 PM  
**Location:** Segell  
**Facilitator:** Carol A. Brown, East Carolina University

15-SL

.a Understanding Technology Literacy: A framework for assessing educational technology integration.  
**Presented by:** Randall Davies, Brigham Young University

Federal legislation currently mandates the integration of technology into the school curriculum because it is commonly believed that learning is enhanced through the use of technology. The challenge for educators is to understand how best to use technology while developing the technological expertise of their students. This session outlines a framework of technological literacy designed to help us understand, evaluate, and promote technology integration properly. It also can be used to inform technology enhanced instructional system development.

15-SY

A Study to Explore Adult Learning Implications of Video Lectures in an Online Learning Environment.  
**Time:** 1:00 PM - 2:00 PM  
**Location:** Stopher  
**Presented by:** Shari Plantz-Masters, University of Northern Colorado

The popularity of online learning in higher education increases the importance of evaluating the learning effectiveness of different content delivery mechanisms. New technologies, lower cost bandwidth, and more accessible creation mechanisms, provide educators with new avenues for content delivery. This study explored the attitudes of 29 adult graduate students about embedded streaming video mini-lectures and student-content interaction. While some students reported that the videos were not useful, the majority of students agreed that the videos helped them with the learning objectives. Students requested different formats for content and more real time interaction with the instructor. Students’ responses highlighted the need for flexible content and delivery. Additionally, investigation into the social implications of student desire for live interaction is a recommended direction.

15-TR

Alternative Research Methods: MAPSAT Your Data to Prevent Aggregation Aggravation  
**Time:** 1:00 PM - 2:00 PM  
**Location:** Taylor  
**Presented by:** Ted Frick, Indiana University; Andrew Barrett, Indiana University; Jake Enfeld, Indiana University; Rod Myers, Indiana University

**Contributor(s):** Craig Howard, Indiana University

‘Map & Analyze Patterns & Structures Across Time’ provides alternative methods for data collection and analysis in research. MAPSAT differs from traditional approaches, where variables are measured separately and relations among variables are subsequently analyzed often resulting in ‘aggregation aggravation’ and disappointing findings. In MAPSAT we map relations instead of measuring variables, and then we analyze relation maps instead of statistically associating variables.’ In this symposium, MAPSAT is described and applied to three empirical studies.
International Division

Time: 1:00 PM - 2:00 PM
Location: Wilson
Facilitator: Xiaoxue Wang, Georgia State University

15-WI

.a Technology as a Public Good: Emerging Characteristics and Trends of the Digital Divide in East Asian Education
Presented by: Sunnie Watson, Ball State University

In this paper, the authors aim to explore the historical, sociological, and economic factors that engender inequities related to digital technologies in the East Asian (educational) context. By employing critical social theory perspectives, the chapter discusses and argues for the notion of ‘Technology as a Public Good’ by examining the Chinese, Japanese and Korean societies’ digital divide (in education). The examination and analyses of these three societies’ digital divide, and the three countries’ different approaches to digital divide solutions will provide further understanding of the international expansion of digital inequity worldwide and the facilitation of bringing social justice through digital equity.

.b Facilitating Socially Engaged Learning of International Graduate Students

International graduate students are a growing and valuable part of higher education in the U.S. However, since English is typically not their native language, these students face linguistic limitations. The cultural diversity presents additional challenges. Thus, it might be important for instructional designers to consider these students’ characteristics for effective instructional design practices. This study presents instructional design implications for more effectively studying and socially engaging in their academic field.

.c Bring Them Together or Break Them Apart?: Challenges and Lessons Learned in Building a Heterogeneous Virtual Community
Presented by: Kay Kyeongju Seo,

The purpose of this presentation is to share our challenges and invaluable lessons learned in creating and facilitating a diverse online community consisting of 68 students with different languages, cultures, values, and beliefs. Based on the data drawn from interviews with the professors who collaborated to build the community and evaluation surveys and posts completed by the students, this session provides an overview of six months of intense preparations and difficulties encountered in the process.

Human Performance Technology (HPT)

Time: 1:00 PM - 2:00 PM
Location: Walnut
Facilitator: Gayle V. Davidson-Shivers, University of South Alabama

15-WT

.a Program Alignment Challenges: Aligning the AECT ECIT Standards with ISPI
Presented by: Lois Lindell, University of Northern Iowa; Ana Donaldson, University of Northern Iowa

A Midwest university’s Instructional Technology graduate program has aligned all courses and final e-portfolio requirement with the AECT EICT Standards. The missing piece in the program was how to align the Performance and Training Technology emphasis with standards to address non-K12 settings. The ISPI (International Society of Performance Improvement) standards have been adopted as a complimentary standard. This presentation will discuss a comparison between the two sets of standards with special emphasis given on resolving the gaps.

.b The First 20 years of ETR&D: Institution and Author Productivity Over Two Decades
Time: 1:00 PM - 2:00 PM
Location: Walnut
Presented by: Heng-Yu Ku, University of Northern Colorado

The year 2008 marked the 20th anniversary of ETR&D, which became the flagship journal of AECT in 1989. This paper reports the 20 most productive institutions during the past two decades and the 20 authors with the most total authorships and the highest productivity scores based on “Olympics-type” scoring.

SICET Keynote Speakers

Time: 1:00 PM - 2:00 PM
Location: Willow

15-WW

.a Interactive Multimedia Development for Foreign Language Education
Presented by: Hongbo Song,
Interactive Multimedia Development for Foreign Language Education

.b English Test Online: Design and Implementation at Yantai University
Presented by: Shuzhuang Hao,
English Test Online: Design and Implementation at Yantai University
Preserving Voices from Technology’s Second Wave

Interactions from Yesterday, Today, and Tomorrow: merging research into practice or practice into research. What are successful moments that panelists have experienced are the challenges of merging research and practice, and whether research and practice compliment one another, what of exploring research and practices. The panel will explore and practice in research. We will discuss the benefits and cost share an understanding of the roles of research in practice educational and instructional solutions in order to create and in a dialogue between researchers and practitioners of educational and instructional solutions in order to create and share an understanding of the roles of research in practice and practice in research. We will discuss the benefits and cost of exploring research and practices. The panel will explore whether research and practice compliment one another, what are the challenges of merging research and practice, and what are successful moments that panelists have experienced merging research into practice or practice into research.

Integrating Technology with Supportive Instruction to Support Learning, School Improvement, and Technology Initiatives in Rural K-8 Schools.

This presentation will discuss results of a comprehensive school reform initiative focused on technology, technology integration, and the impact of technology in the classroom on standardized test scores. Eight rural K-8 schools participated in this study as part of a research grant funded by the Department of Education. Emphasis was placed on training and support provided to teachers with regard to technology integration efforts targeting specific learning goals and objectives.

Interactions from Yesterday, Today, and Tomorrow: Preserving Voices from Technology’s Second Wave

Some of us remember names such as Finn, Schuller, deKieffer, and Kemp, all deceased save the latter, each of whom served as knowledge beacons that guided us as we developed professionally. Who are the names of 2009 that now serve us so well? What do these individuals, ‘Educational Technology’s Second Wave,’ hold sacred? What were, are, and will be their values and what do their comments tell us? You are invited to join this critical dialogue.

Curricula of University Educational Technology Degree

Three university Faculty of Educational Technology present a discussion of the university’s curricula as listed in the AECT Curricula Database. Each presentation is followed by a student discussant who will lead a brief discussion of the curricula, RECOMMENDED FOR academic program directors and curricula majors.

Linking Design and Learning

This paper will explore conceptions of problem-solving ability and scaffold transfer to build a framework to promote the transfer of scaffolded problem-solving approaches. Two conceptions of problem-solving ability will be explored: analogical problem-solving and preparation for future learning. I argue that the current conception of scaffold transfer is not sufficient, and propose a new conception involving the encoding of analogical cases. Implications for the design of computer-based scaffolds will be discussed.

Design and Use of Scaffolds: Review, Issues, Future directions

Despite the justification for the use of scaffolds to support students, the effectiveness of scaffolding depends on certain factors. Recently, Azevedo and Jacobson (2009) suggested the major questions to review the scaffolding issues in hypermedia learning environments: what, when, how, whom & what.
This paper provides a comprehensive review of the literature to categorize the scaffolds based on these issues. Creating this taxonomy of scaffolds would help when designing and choosing effective scaffolding strategies.

.c Scaffolding Higher-Order Thinking during Ill-structured Problem-Solving: A Conceptual Framework
Presented by: Yan Shen, University of Georgia; Michael Hannafin, University of Georgia

Often, studies on scaffolding ill-structured problem-solving do not address varied higher-order thinking skills and scaffolding design strategies, and neither do they address the complexity of higher-order thinking skills and corresponding scaffolding requirements. We propose a framework designed to promote critical divergent thinking skills, supported by attitudes and domain knowledge, during ill-structured problem-solving. The framework guides the design of scaffolding strategies that integrate problem-solving procedures, differentiate scaffolding functions, and promote critical divergent thinking skills.

New Media Applications
Time: 2:15 PM - 3:15 PM
Location: Fields
Facilitator: Lee Daniels, E TN State Univ

16-FS
Digital Photography for Classroom and Publication
Presented by: Robert C. Wiseman, Eastern Illinois University

This session will cover digital cameras and the taking of pictures that may be used for classroom or publication use. Digital images will be produced through the use of computers using PhotoShop and inkjet printers.

Online Learning
Time: 2:15 PM - 3:15 PM
Location: Holly
Facilitator: Elizabeth May, University of Georgia

16-HY
.a Analysis of Peer-scaffolding patterns in four phases of Problem-solving in Web-based instruction
Presented by: Seonyoung Jang, SEOUL NATIONAL UNIV.; Yoon Jung Kim, Seoul National Univ.; Seong Ik Park, Seoul National Univ.

The purpose of the present study is to find patterns of peer-scaffolding that constitute effective problem-solving strategies in web-based instruction. Six participations provided their scaffoldings in situations characterized by casual discussions in web-based environment. To collect data on peer group problem-solving interactions in collaborative activities among the six participations, their discourse’s content was analyzed to investigate patterns of peer-scaffolding.

.b A Study of an Integrated Instructional Model in a Collegiate Course for Creative Problem Solving with Online Support System
Presented by: Cheolil Lim, Seoul National University; Miyoung Hong, Seoul National University
Contributor(s): Kyungsun Park, Seoul National University; Youngjun Kim, Seoul National University

This paper examines the possibilities of an integrated instructional model in a college course using Creative Problem Solving with an online support system. A new instructional model was developed, and it is consisted of the general design principles and the specific design guidelines. The strengths, weaknesses, and improvements of the model were analyzed by the formative research methodology. Through this study, major directions for improvements of the model were suggested for further research.

Linking Design and Learning
Time: 2:15 PM - 3:15 PM
Location: Jones
Facilitator: JO THOMAS, Old Dominion University

16-JS
.a Designing Instruction for Concept Learning
Presented by: Jennifer Maddrell, Old Dominion University; Gary Morrison, Old Dominion University
Contributor(s): Kyungsun Park, Seoul National University; Youngjun Kim, Seoul National University

A rich history of concept instruction research has led to empirically-based instructional design strategies which focus on (a) defining and presenting a concept’s attributes, (b) creating and presenting examples of concept, and (c) fostering guided learner practice in attribute isolation, instance discrimination and generalization, and concept use. This session offers a synthesis of the central views on concept instruction based on a survey of concept instruction theory and research.

.b The Effects of Pedagogical Agent Credibility and Fear Appeal on Affective and Cognitive Learning
Presented by: Chanhee Son, Florida State University

This study investigated how agent credibility and fear appeal influence affective and cognitive learning. Each of 334 participants was assigned to one of six experimental groups varying in agent credibility (less vs. more credible) and fear appeal (not- vs. moderately- vs. strongly threatening). The results indicated there were the main and interaction effects for agent credibility and fear appeal on cognitive learning. For affective learning, there were no main or interaction effects for two independent variables.
Wednesday, October 28

16-MW
Multimedia Production Division: Our Identity, Role, and Vision
Presented by: Doris U. Bolliger, University of Wyoming; Robert Appelman, Indiana University; Anthony Betrus, SUNY at Potsdam; Abbie Brown, East Carolina University
Contributor(s): Christian Loh, Southern Illinois University Carbondale

In this panel discussion, former, present, and future Multimedia Production Division (MPD) presidents will share their perspectives about our division. They will share the division’s history, their viewpoints on the division’s identity and role within educational technology, and address their vision for the division. All division members and those who are interested in sharing and learning more about the division are invited to participate in this highly interactive session.

Innovative Research Methods

16-PR
A National Study Comparing How Teacher Education Programs Prepare Teachers to Use Technology and How Teachers Use Technology
Presented by: Anne Ottenbreit-Leftwich, Indiana University; Thomas Brush, Indiana University
Contributor(s): TeachTech Team, Indiana University

This proposal discusses a large national study partially supported by a contract from the Office of Educational Technology within the United States Department of Education. While the results are not included in this proposal, the data will be collected, analyzed, and summarized by the conference date in accordance with the contract deadline. The proposal outlines the purpose and proposed methods of the study. Results and implications will be included in the final paper. http://education.indiana.edu/levtech/aect.html

Integrating Game-based Learning in P-12 education

16-SL
a. Effects of serious gameplay on mathematics achievement and self-efficacy
Presented by: Albert Ritzhaupt, University of North Carolina Wilmington; Beth Allred, University of North Carolina Wilmington
Contributor(s): Heidi Higgins, University of North Carolina Wilmington

Serious educational games have moved to the forefront of K-12 schools. In this research, approximately 500 students from four middle schools in the United States played a serious educational mathematics game known as DimensionM for a period of 16-weeks. DimensionM is a game series that engages students in the learning of mathematics concepts in a 3-D immersive environment. This research examines students’ mathematics performance on a state benchmark exam and students’ self-efficacy in mathematics.

.b Simulating History with Age of Mythology
Presented by: Maria Solomou, Indiana University; Theano Yerasimou, Indiana University

We implemented the game Age of Mythology in a history class seeking to identify the features that make it an engaging and effective tool for mastering content. Data analysis showed that students’ learning and ability to talk about the content was significantly high. Comparisons of tests reinforce the argument that such games’ rich contexts afford the learners to participate in meaningful scenarios and situate their understanding of content in context.

New Media Applications

16-SY
User Community Maintenance of a Web 2.0 Environment
Presented by: Lauren Cifuentes, Texas A&M University
Contributor(s): Sanser Bulu, Texas A & M University; Amy Sharp, Texas A & M University

The purposes of this study were to identify effective strategies for building the community of people who actively search, contribute to, and edit a Web 2.0 environment and to describe the impact of community maintenance on the functionality of that environment.
Using and Protecting Digital Learning Materials
Time: 2:15 PM - 3:15 PM
Location: Taylor
Facilitator: David A. Tiedemann, Syracuse University

16-TR
.a  Using Online Materials to Replace Textbooks’ Trends, Opportunities and Challenges for Education
Presented by:
Contributor(s): Hong Lin, Oklahoma State University

In recent years, e-books and digital materials are replacing the slow-paced role of those all-too-familiar textbooks. However, the question remains whether online resources ‘ the high-tech option ‘ not only save students’ money, but also enhance their learning as well. This study addresses the need for empirical evidence regarding using online resources to replace traditional textbook in e-learning.

.b  Anti-Plagiarism Tools and Academic Integrity: Measuring and Understanding College Students’ Perceptions/Attitudes toward Plagiarism Detection Tools and Their Beliefs, Behavior, and Morality
Presented by: Aaron Kim, Florida State University; Jean-Marc Wise, Florida State University
Contributor(s): Michael Quinn, Florida State University

Plagiarism is on the rise. Instances of plagiarism in higher education increase as information technology continues to advance. It is imperative that we address this issue in order to ensure the integrity of our academic institutions in the 21st century. Since online plagiarism detection services such as TurnItIn ‘ were introduced recently, they have become popular in colleges both as anti-plagiarism tools and also as an educational technology to ensure meaningful learning and teaching. This study investigates the benefits and effects of such tools as well as students’ perceptions, attitudes, and beliefs about anti-plagiarism tools, their subsequent behavioral changes and the morality therein.

International Forum
Time: 2:15 PM - 3:15 PM
Location: Wilson

16-WI
International Forum
Presented by: Chih-Hsiung Tu, Northern Arizona University; Ruben Vanderlinde, Universiteit Gent
Contributor(s): Evrim Genc Kumtepe, Anadolu University; Alper Tolga Kumtepe, Anadolu University; Thomas Luschei, Florida State University

This is annual forum is sponsored by the International Division for international members to share research and development from their countries. The International Forum has been a tradition, a highlight of the conference, and provides support to the members of the division. This presentation facilitates presenters and audiences networking and seeking for cross countries/culture collaborations.

Technology Integration
Time: 2:15 PM - 3:15 PM
Location: Walnut
Facilitator: Wilhelmina Savenye, Arizona State University

16-WT
.a  Modeling Reflection-in-Action: Exploring Problems Through an Ask System Interface
Presented by: David Jonassen, University of Missouri
Contributor(s): Matthew Schmidt, University of Missouri; Matthew Easter, University of Missouri

In response to the need for Radiation Protection Technicians (RPTs), we have developed a 6-course sequence based on activities that RPTs perform. Each course consists of multiple case problems that are defined by stories of radiation problems that are accessed by an Ask System (questions that learners ask about authentic work tasks in order to ascertain the scope and execution of the problem by selecting from a constrained set of questions provided by the system.

.b  Constructing Programming Concept and Detecting Misconception with self-explanation
Presented by: Kyungbin Kwon, University of Missouri; Joi Moore, University of Missouri

This session introduces Catch Bugs, a web-based HTML debugging practice system for assisting students in understanding HTML programming concepts, and detecting students’ misconception. Students using Catch Bugs were required to generate a self-explanation while examining HTML code and interpreting error messages related to the HTML problems. Results showed clear relationship between the quality of self-explanation and problem solving performance. By using Catch Bugs, instructors will be able to adequately assess a student’s debugging skills.

16-WW
.a  The Effects of Multimedia Chinese Language Learning on Student Performance and Attitudes
Time: 2:15 PM - 3:15 PM
Location: Willow
Presented by: Hui-Ya Chuang, University of Northern Colorado; Heng-Yu Ku, University of Northern Colorado

This study investigated the learning effects of combining the dual processing system with Flash animation in Chinese language learning. Chinese characters are highly pictographic so the Chinese language learning tutorial can use graphics to enhance student learning. Findings on 60 American undergraduate students’ performance and attitudes toward single coding (text only) and dual coding (text and audio or image) tutorials to study Chinese characteristics were examined and discussed.
.b Design of a Web-based System to Support Assessment in Virtual Environments for Learning (VEL)
**Time:** 2:15 PM - 3:15 PM  
**Location:** Willow  
**Presented by:** Douglas Williams, University of Louisiana; Susan Pedersen, Texas A&M University; Yuxin Ma, University of Louisiana

This presentation will share the design of a web-based assessment system created to support assessment of student generated artifacts while working in virtual environments for learning (VELs). VELs engage students in student-directed inquiry by presenting a complex task within a context where all the resources necessary to address the task are available.

.c To Beautify Education - An Exploratory Discussion on Educational Aesthetics from an Educational-Technology Perspective
**Time:** 2:15 PM - 3:15 PM  
**Location:** Willow  
**Presented by:** Rongfei Geng, The University of Southern Mississippi

This paper will discuss the existence and significance of aesthetic need in education, both from a teaching and learning perspective, and attempts to reframe the term 'educational aesthetics' that has been used by scholars in art education field. The term will be explored within educational technology field. The possibility to establish it as a sub-domain of educational technology will be discussed.

.d Applying Merrill’s First Principles of Instruction into Design: Bring a Transformative Learning Experience through a Faculty Technology Workshop.
**Time:** 2:15 PM - 3:15 PM  
**Location:** Willow  
**Presented by:** Lina Metlevskiene, Kansas State University  
**Contributor(s):** Huiming Lu, Kansas State University

This roundtable session will show how to develop a face-to-face training workshop based on Merrill’s First Principles of Instruction to foster the transfer of complex skills and create a community of learners in using Learning Management System (LMS). Topics covered will be design and implementation of the structure-guidance-coaching-reflection cycle and a task-centered instruction. Guidelines, handouts, and techniques for designing workshops using this design framework will be provided.

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17-CC  
**Bridging the Gap: Linking Information Literacy Theory and Practice in Media Specialist and Teacher Preparation Programs**
**Time:** 3:30 PM - 4:30 PM  
**Location:** Combs Chandler  
**Presented by:** Judith A. Duffield, Lehigh University; Delia Neuman, Drexel University; Susan Stansberry, Oklahoma State University  
**Contributor(s):** Laurie Dias, Georgia State University

Andrew Smith, Georgia State University
This panel discussion highlights some of the difficulties encountered in encouraging meaningful collaboration between teachers and media specialists, and suggests ways to encourage more collaboration during initial certification programs. Specific problems of role identification, combined assessment, and scheduling will be addressed, together with cross-curriculum strategies for teachers and media specialists.

17-CE  
**Distributed Basic Education in Indonesia**
**Time:** 3:30 PM - 4:30 PM  
**Location:** Coe  
**Presented by:** Atwi Suparman, Rektor, Universitas Terbuka, Jakarta, Indonesia; Dr. Tian Belawati, Vice Rektor, Universitas Terbuka, Jakarta, Indonesia; Dr. Tom Luschei, Florida State University, Dewi Padmo, Universitas Terbuka/Florida State University

Since the summer of 2006, faculty from the Florida State University (FSU) College of Education and Learning Systems Institute and the Open University of Indonesia (Universitas Terbuka, or UT) have worked together to strengthen UT’s distance teacher education program, which prepares a large percentage of Indonesia’s basic education teachers. This relationship has been positive and collaborative from the beginning. These are inevitable consequences of the nexus of different cultures, instructional approaches, and learning contexts. At the same time, faculty involved in this project have found many areas of common ground, leading to what has become a strong relationship that will expand considerably as UT begins sending faculty for graduate study at FSU. In this integrative panel, we briefly describe the context and background of the project, evolving collaborative work between the two universities, collaborative activities undertaken to address capacity issues at UT (which now has approximately 450,000 students), obstacles we have faced and progress that we have achieved, and lessons learned to date.

17-DD  
**Curriculum Committee**
**Time:** 3:30 PM - 4:30 PM  
**Location:** Dogwood  
**Presented by:** Curriculum Committee, AECT  
**Curriculum Committee Meeting.**
Linking Design and Learning
Time: 3:30 PM - 4:30 PM
Location: French
Facilitator: Brad Hokanson, University of Minnesota

17-FH
.a A System for Developing Case-based Learning Environments
Presented by: Lauren Cifuentes, Texas A&M University; Rene Mercer, Texas A & M University
Contributor(s): Willis Marti, Texas A & M University; Alvarez Omar, Texas A & M University
We report on the design, development, implementation, and evaluation of a case-based instructional environment designed for learning network engineering skills. We describe the process of design and development research, the problem addressed, the solution, and the evaluation of that solution. Based on our experience, we identify guidelines for designing and developing case-based learning environments. Findings inform design and instructional practice as well as support ground theory for design and development of case-based learning environments.

.b Use of Critique in an Instructional Design Course: Perceived Value and Impact on Students’ Design Thinking
Presented by: Elizabeth Boling, Indiana University
Contributor(s): Marisa Exter, Indiana University; Nilufer Korkmaz, Indiana University
The use of critique plays an important role in the professional life of instructional designers, but is not often modeled in instructional design courses. This study evaluates students’ perceived value of a critique activity used in an ID course, and the impact on students’ design thinking. The case described focuses on the use of critique (as adapted by the instructor for the use in an ID program) within a project-based masters-level basic instructional media design.

Social Networking and Distributed Media
Time: 3:30 PM - 4:30 PM
Location: Fields
Facilitator: Chih-Hsiung Tu, Northern Arizona University

17-FS
.a Examining factors affecting knowledge sharing within virtual teams through online discussion board
Presented by: Jinxia He, University of Central Florida
Growing number of the online courses have been offered and several of online instructions involve team work. Knowledge sharing is a crucial process in team work. Participants need to exchange existing knowledge and construct knowledge through explaining, clarifying, critical thinking, reflecting from different perspectives. The problem is what factors affect team members’ willingness to actively engage in the knowledge sharing process in online discussion board is not fully understood.

.b Effective Wiki Strategies to Support High-Context Culture ESL Learners
Presented by: Chih-Hsiung Tu, Northern Arizona University
Contributor(s): Hui-Ling Twu, National Chin-Yi Institute of Technology; Laura Sujo-Montes, Northern Arizona University
Integrating wiki technology to support ESL learning is considered an effective modality to improve learning of the English language. Wiki, Web 2.0 technology, enhances online social interaction to strengthen collaborative learning. In wiki learning environments, various social interactions, such as composing/editing contents, social relationships, networking technology, and interactivity, heavily rely upon the learners’ local cultures. In this paper, a Web 2.0 Learning Environment Constructs (Cognitive, Social, Networking, & Interactivity) were applied to suggest eight effective strategies to support High-Context Cultures ESL learners: Wiki exercise; Obtain wiki value in language learning; Integrate semi-anonymous/private wiki; Build positive/trust social relationship; Encourage Personal Learning Environments (PLEs) management; Integrate social networking technology & Utilize RSS and tagging; Building community sense; Integrate/Permit longer time to build online collaborative learning community.

Transforming Learning and Instruction
Time: 3:30 PM - 4:30 PM
Location: Holly
Facilitator: Rose Marsh, PSU

17-HY
.a Concerns of Higher Education Faculty about Distance Education
Presented by: Helena Johnson, Amy Leh, California State University San Bernardino
This presentation reports challenges faculty encountered and barriers faculty perceived to participate in distance education. The presenters will first discuss literature review relevant to the topic. The presenters will then describe a research study investigating faculty perceived barriers to participate in distance education at two post secondary institutions in Southern California. It is hoped that this presentation will contribute to professional dialogues about distance education and will benefit educators and leaders when delivering distance learning.

.b The Hybrid Course Challenge: Helping Faculty
of an Adult Education Program Make the Transition from Face-to-Face to Hybrid Instruction

Presented by: Tonya Amankwatia, DeSales University

Challenged by limited classroom space and a growing need for flexible educational opportunities for working adults, the ACCESS program started a hybrid course initiative in 2008. Over the 08/09 academic year, the ACCESS program will employ over 140 adjuncts and offer at least as many hybrid courses. This session details an initiative designed to orient faculty to the hybrid learning environment and to help assure quality course design.

17-JS
AECT First-Timer’s Orientation
Time: 3:30 PM - 4:30 PM
Location: Jones
Presented by: Christopher Miller, Morehead State University; Cindy York, Purdue University; Terry Patterson, South Arkansas Community College

Created just for the convention first timer to learn about how to get most of your convention experience while meeting new colleagues. Members of the ect Foundation, AECT Board of Directors, divisional leadership and others will be on hand to help give you a special welcome to your first AECT Convention.

17-MC
Future Pacificorp Planning Meeting for 2010
Time: 3:30 PM - 4:30 PM
Location: McCreary
Presented by: Pacificorp Committee
Future Pacificorp Planning Meeting for 2010

Linking Design and Learning

17-MW
.a The Design Process: Using Video Game Technology to Revive Indigenous Knowledge, Culture and Language
Presented by: Leslie Hall, Washington State University
Contributor(s): James Sanderville, Independent Producer

This presentation describes the experiences of the presenters in designing a culturally-based video game prototype and supporting online environment in partnership with Sugpiag Alutiiq residents of Nanwaliq, Alaska, and game developers at Filament Games, LLC. In this presentation, we will discuss working across generations and cultures, explain our design process and demonstrate the video game prototype.

.b Sound Design: What Instructional Designers Can Learn From the Film Industry About Incorporating Sound More Effectively
Presented by: MJ Bishop, Lehigh University
Contributor(s): David Sonnenschein

This presentation explores what we might learn from the film industry about how sound can convey instructional messages more effectively and efficiently. The first presenter is an instructional software designer/developer and the second presenter is an experienced musician, filmmaker, and sound designer. In this presentation we will provide a synopsis of humans’ subjective perception of sounds followed by a cross-disciplinary look at the practical application of psychoacoustics to enhance learning from instructional technologies.

Teacher Formation with Technology Integration

17-PR
Teacher Education in the 21st Century: Where do we go now?
Presented by:
Contributor(s): Drew Polly, UNC-Charlotte

This interactive presentation will allow participants to engage in small group discussions about issues relating to 21st century teacher education. This session is a follow up from a special session held at the 2008 convention. Come and share your ideas!

Interactive Multi-Media

17-SL
.a Stories, Drawings and Digital Storytelling: a Voice for Children with Special Education Needs
Presented by: Luca Botturi, seed
Contributor(s): Chiara Bramani, seed

Children with disabilities often experience difficulties in communication with adults and peers, both as language difficulties or inability to focus on one’s feelings and thoughts, and therefore to express them properly. Removing such barriers is one of the main goals of special education, and a
key step towards integration. This paper presents a project where narratives, drawings and digital storytelling were brought together to make a difference for children in special education and their teachers.

http://blog.seedlearn.org

Designing a Mixed Reality Card Game for Alphabet Learning

Presented by:
Contributor(s): Cheng-Tse Wu, Dept. of Information Communication, Yuan Ze University; Chi-Wei Lee, Dept. of Information Communication, Yuan Ze University; Wen-Shou Chou, Dept. of Information Communication, Yuan Ze University; Chao-Ming Wang, Dept. of Digital Media Design, Yunlin University of Science & Technology; Shu-Ting Wu, Dept. of Information Communication, Yuan Ze University; Kuo-Pei Kao, Dept. of Information Communication, Yuan Ze University

By incorporating mixed reality into alphabet learning, it is observed that the interaction between the teacher and students, students’ reaction on English learning and their performance are different. The students’ motivation of learning is enhanced. The interaction between the teacher and the students and the social interaction among the students is increased because they can participate in mixed reality. It is encouraging to observe how the English learning can be changed by information technology.

New Media Applications

Time: 3:30 PM - 4:30 PM
Location: Stanley
Facilitator: Lois Lindell, University of Northern Iowa

Visually Comparing and Assessing Changes in Students’ Concept Maps: New Software Tools and Methods

Presented by: Allan Jeong, Florida State University
Contributor(s): Valerie Shute, Florida State University

New software/methods are needed to evaluate concept maps and to determine discourse patterns that trigger desired changes in students’ concept maps. This paper presents: a) newly developed software that enables students to produce, share, aggregate, graphically superimpose, and individual/collectively compare maps; b) findings from case studies revealing discourse patterns that explain changes observed in students’ maps; and c) an evaluation of the method, findings, and directions for future applications/research.

http://garnet.fsu.edu/~ajeong

Developing Data Collection Instruments with the Activity Systems Model

Time: 3:30 PM - 4:30 PM
Location: Stopher
Presented by: Lisa Yamagata-Lynch, Northern Illinois University; Sharon Smaldino, Northern Illinois University

This is a Category 3 research methodology report using activity systems analysis for developing data collection instruments to capture student complex problem-solving activities that will help instructional designers evaluate their instructional products. We will address the background information on activity systems analysis, how it can be modified to meet classroom and instructional design research needs, and provide examples of data collection instruments, along with sample data sets to demonstrate how the adaptations work.

Case Study Analysis: One Researcher’s Coding Journey

Time: 3:30 PM - 4:30 PM
Location: Taylor
Presented by: Joanne E. Beriswill, Indiana University

One of the challenges of carrying out a qualitative research study is to develop coding categories when a priori categories do not exist. A number of sourcebooks describe different data analysis techniques. This article focuses on the coding journey of one researcher, exploring how expert web visual designers carried out the preliminary stages of the visual design for a visual computer interface of an instructional website.

Digital Opportunity Centers in Taiwan: Close Digital Divide in Rural Hsinchu


In order to decrease the digital divide between urban and rural areas in Taiwan, the Taiwanese government proposed a project to establish Digital Opportunity Centers (DOC) across the rural counties in Taiwan, and hopes through various dimensions, the DOCs can unite the energy of
local community and create opportunities to improve local residents’ living. This reflection paper will introduce this initiative and share the strategies used, challenges encountered, and lesson learned from this project.

**b Online Instruction in Taiwan**  
**Presented by:** Amy Leh, California State University San Bernardino

The presentation reports online instruction in Taiwan. The objectives of the proposed research are to examine: (1) strategies used in online instruction in Taiwan, (2) factors that impede online instruction in Taiwan, and (3) factors that may contribute to effective online instruction for Chinese professionals/students. Participants of the study involved faculty and students from two universities in Taiwan. Data collection of the study included surveys and interviews. Both quantitative and qualitative methods were used for the research study.

**17-WT**

**c USEIT: An NSF - Funded Project Using an Open Source Modeling and Simulation Tool to Transform Learning and Instruction.**  
**Time:** 3:30 PM - 4:30 PM  
**Location:** Walnut  
**Presented by:** Mahnaz Moallem, UNCW, School of Education  
**Contributor(s):** Shelby Morge, UNCW School of Education; Gene Tagliarini, UNCW; Sridhar Narayan, UNCW

This hands-on workshop will help participants learn about Squeak Etoys—an open-source simulation and modeling tool and its application for transforming learning and instruction. Participants will engage in using Squeak Etoys to construct dynamic simulations and learn about an NSF-funded project in which Squeak Etoys has been used within an immersive, problem-based learning environment to transform learning and instruction in middle and high schools. No prior knowledge is needed. Participants are encouraged to bring their laptops.  
http://www.csc.uncw.edu/useit/

**17-WW**

**.a Research-based Guidelines for K-12 Science Teachers to Use Blogs**  
**Time:** 3:30 PM - 4:30 PM  
**Location:** Willow  
**Presented by:** Wei Liu, Purdue University

The use of blogs in K-12 has been documented recently. However, such papers rarely discuss the blogs in K-12 science education. This study categorizes how blogs have been used in K-12 science classroom into blogging as a content delivery tool, as a reflective tool, and as a collaborative tool. In doing so, this study aims to inform K-12 science teachers the appropriate way to implement blogs in the classroom to promote students’ reflection and collaboration.

**.b Digital Archiving the Missing Culture?the Hakka Land Deity Project**  
**Time:** 3:30 PM - 4:30 PM  
**Location:** Willow  
**Presented by:** Yu-ching Chen, Chinese Culture University  
**Contributor(s):** Chih-wei Wen, Kao Fong College

In order to preserve the diverse cultures in Taiwan, archiving historical relics of these cultures is one of the important steps. In the Information Age, applying digital archiving techniques in preserving valuable cultures has become a focus in recent years. The Hakka Culture is believed to be one of the important and unique cultures in the Taiwan society. The purpose of this presentation is to introduce the project—Hakka Land Deity Digital Archive Project and share the experience of conducting the project. The strategies, challenges, educational meanings, and recommendations will also be provided in the presentation.

**.b Assessing College Students:From Classroom to In-world**  
**Time:** 3:30 PM - 4:30 PM  
**Location:** Willow  
**Presented by:**  
**Contributor(s):** Rui Hu, EPIT Dept., University of Georgia; Thomas Reeves, EPIT Dept., University of Georgia; ERIC K. BROWN, EPIT Dept., University of Georgia

Teaching college courses in Second Life has been practiced by many educators. However, to what extent the learning outcomes can be assessed is to be explored. Based on Angelo and Cross’s (1993) on traditional classroom assessment techniques, this article discusses how students’ learning can be assessed in Second Life with the involvement of the virtual world and the affordance of its technology applications. Opportunities and challenges of using these assessment techniques have also been discussed.
Keynote Address

18-AD
Learning through Inquiry and Teaching-as-design

Time: 4:45 PM - 5:45 PM
Location: Archibald
Presented by: Peter Goodyear, University of Sydney

His presentation will start by summarising outcomes from recent research on how university students approach complex inquiry-based learning tasks that involve significant use of educational technology. The research reveals significant variations in how students make sense of such challenges, how they negotiate between their own and their teachers' goals, and how environmental factors influence the nature and outcomes of their learning activity. The discussion will focus on some of the ways in which students' conceptions of learning, and other beliefs about learning, interact with their technological choices and with their use (or non-use) of the various kinds of support that their teachers provide. This picture of students exercising autonomy in their learning, but making choices that are not always optimal, will then be used as a backdrop for explaining a conception of university teaching called “teaching-as-design”. Peter will sketch a model of teaching-as-design and then focus on forms of knowledge and ways of knowing that stand a reasonable chance of improving teachers’ educational design activity. Finally, he will draw out some implications for an educational technology research agenda that is fit for the purpose of improving the integrative challenges of teaching-as-design.

Welcome Reception

Time: 6:00 PM - 7:30 PM
Location: Cochran

19-CN
AECT Division and Affiliate Welcome Reception
Presented by: AECT

Following the closing of the First General Session join in the fun to meet up with your long-standing colleagues and take an opportunity meet and welcome AECT convention first timers. Each AECT Division and/or Affiliated Organizations will be represented to answer questions regarding division/affiliated organizations planned for the upcoming year. Many dinner groups will form after the reception to carry on the evening.
ECT Foundation Presents

**RELAXIN’ ON THE RIVER**

A **funtastic** evening supporting ECT scholarships

Join the ECT Foundation and you fellow AECT members
Friday, October 30, 8:00 PM – 10:30 PM
as we cruise the Ohio River on the historic

*Belle of Louisville*

Ticket includes cruise, desserts on board, and a raffle ticket
Boarding begins at 8:00 for the 8:30 – 10:30 pm cruise. Cash bar and concessions available on board.

Come aboard the oldest operating river steamboat in the U.S. Docked steps away from the Galt House, (our Convention Hotel), this evening’s cruise offers you a memorable way to celebrate the AECT Convention.

View the cityscape as night descends
  - Listen to the rush of water and the steady rhythm of the paddle wheel
  - Enjoy a variety of desserts
  - Listen and/or dance to our live music
  - Explore the historic vessel
All while celebrating with your AECT friends and colleagues and helping raise funds for ECT Foundation to fund awards and scholarships.

*This is an evening event not to be missed!*

Two raffle drawings on board include:
1. *2 roundtrip tickets from Air Tran* (value up to $1000)
2. *Vacation to Louisville Package including 2 nights at the Galt House and other activities*

Also join in the 50/50 raffle. *Winning ticket drawn at the AECT Membership Meeting Friday afternoon.* Tickets available from ECT Foundation Members during the convention.
New Media Applications
Time: 8:00 AM - 9:00 AM  
Location: Coe  
Facilitator: Michelle Hudiburg,

21-CE
.a Investigating Novice Instructional Designers’ Experience and Challenges in a Game Design Course: An Activity Theory Approach  
Presented by: Turkan Karakus, Middle East Technical University; Yasemin Demiraslan, Iowa State University; Evrim Baran, Iowa State University; Kursat Cagiltay, Middle East Technical University  
Contributor(s): Farrah Yusop, Iowa State University  
The main purpose of this study was twofold: first, to investigate novice instructional designers’ learning experiences in a game design course where designers were involved in designing and developing educational games, secondly to investigate the challenges and interaction that were taken place in a game development process. This study utilized Engestrom’s (1999) activity theory as its main theoretical framework to better understand the interaction within the components of activity and revealing challenges and experiences.

.b Examining four games for learning: Research-based lessons learned from five years of learning game design and development  
Presented by: Scott Warren, University of North Texas; Mary Jo Dondlenger, University of North Texas; Chris Bigenho, University of North Texas  
Contributor(s): Richard Stein, Indiana University-Bloomington  
This session explores four different game influenced instructional design processes that included similar elements, but modified each progressive design to meet the needs of the specific learners. We will examine what worked, what did not and provide recommendations for streamlining the design process for developing usable, easily modified learning games.

21-DD
Less is More: Structuring the Content of a Middle-Level Mathematics Technology Course  
Time: 8:00 AM - 9:00 AM  
Location: Dogwood  
Presented by: Alan Buss, University of Wyoming; Linda Hutchison, University of Wyoming  
A graduate course introducing in-service middle level mathematics teachers to appropriate technologies began initially as a broad survey course. Based on feedback from teacher-participants and instructor reflections, the course was modified to dedicate more time to fewer technology tools. In-depth time was spent on learning to use and teach with Lego Robotics, Geometer’s SketchPad, and spreadsheets. The benefits and limitations of making this change will be discussed.

21-FH
Distance Learning Standards Committee  
Time: 8:00 AM - 9:00 AM  
Location: French  
Presented by: Jason Huett, Jason  
Distance Learning Standards Committee Meeting

21-FS
Definition and Terminology Committee  
Time: 8:00 AM - 9:00 AM  
Location: Fields  
Presented by: Joann Flick, Agency for Instructional Technology  
Definition and Terminology Committee

Transforming Learning and Instruction  
Time: 8:00 AM - 9:00 AM  
Location: Holly  
Facilitator: Mengqiao Xu, Northern Illinois University

21-HY
.a An Analysis of Educational Technology Doctoral Programs in the United States  
Presented by: Heng-Yu Ku, University of Northern Colorado; Chatchada Akarasriworn, University of Northern Colorado; Watsatree Diteeyont, University of Northern Colorado; Kim Hosler, University of Northern Colorado; Tzong-Yih Lin, University of Northern Colorado; Shari Plantz-Masters, University of Northern Colorado  
This study investigates the Educational Technology doctoral programs (both Ph.D. and Ed.D.) that are offered in the United States. Findings on the growth of the Educational Technology doctoral programs over the last 30 years, the number of institutions offering doctoral programs, the balance between campus-based and online doctoral programs, the variation of different degree titles, the range of course credits, and dissertation hours to earn a doctorate will be shared and discussed.

.b A Hierarchical Model of the School Effects on Math Achievement: Focusing on Instructional Environment  
Presented by: Min Kyu Kim, University of Georgia  
The study reported here explored the school characteristics encouraging a high level of math achievement based on the notion that a school is dynamic instructional environment. The data consisted of 6,908 1st year students in 150 junior high schools from Korean educational longitudinal study. Hierarchical linear models were used to investigate the effects of organizational instructional factors. The results provide the implications for designing an instructional environment at a school level.
Linking Design and Learning
Time: 8:00 AM - 9:00 AM
Location: Maple
Facilitator: Thomas Hergert, St. Cloud State University

21-ME
.a Online Discussion And Higher Level Learning: Contributions Of Clt-Based Discussion Strategies
Presented by: Li Jin, Florida State University
Contributor(s): A. Aubteen Darabi, Florida State University; Thomas Cornille, Florida State University
In an online discussion of a particular topic, cognitive load theory (CLT)-Based discussion strategies using example postings, filtered messages, limited number of postings, and combination of the three are contrasted against the conventional online discussion approach. Based on Bloom’s taxonomy (1956), higher level learning outcomes of each discussion strategy will be analyzed using content analysis. Instructional efficiency of each strategy will also be examined using participant’s performance and mental effort invested in each strategy.

.b Metaverse: The New Web
Time: 8:00 AM - 9:00 AM
Location: Maple
Presented by: Tom Atkinson, University of Central Florida
Contributor(s): John Smart, Acceleration Studies Foundation; Tony O Driscoll, Duke University
Various forms of multiplayer games, immersive environments, and social networks have existed for decades. The convergence of interactive entertainment, instructional strategies and Web design principles may determine the effectiveness of virtual learning environments. Students and teachers must define boundaries for their existence in both virtual and real worlds until they merge into a cohesive Metaverse. Using videoconferencing, this session presents an overview of Metaverse models and a moderated mashup discussion with two leading researchers.

Integrating Game-based Learning in P-12 education
Time: 8:00 AM - 9:00 AM
Location: McCreary
Facilitator: Randy Hollandsworth, Piedmont College

21-MC
.a Bring Back the Boys: Massively Multiplayer Education
Contributor(s): Shawn Vashaw, The Pennsylvania State University
Statistical trends show that American boys are increasingly experiencing academic trouble. Drop-out rates, suspensions, and expulsions are increasing while college applications, graduation rates and the acceptance of adult responsibilities are decreasing. Another trend shows the accelerating growth of collaborative videogaming, and while some researchers propose that there is a correlation and that games are destroying the fabric of society, we propose a different explanation and offer a model that harnesses the power of these games.

Awards Committee
Time: 8:00 AM - 9:00 AM
Location: Nunn
Presented by: Awards Committee Meeting.
21-PR
Tech Trends Editorial Board
Time: 8:00 AM - 9:00 AM
Location: Poplar
Presented by: Tech Trends Editorial Board, AECT

Social Networking
Time: 8:00 AM - 9:00 AM
Location: Stopher
Facilitator: Maria D. Avgerinou, DePaul University

21-SR
Affordances and Challenges provided by Course Management Systems and Social Networking Sites: A Comparative Study

Contributor(s): Aliye Karabulut, Iowa State University; Dave Braet, Iowa State University; Dale Niederhauser, Iowa State University; Denise Lindstrom, Iowa State University

This study focuses on affordances and challenges provided by course management systems (CMS) and social networking sites. Seventy-six pre-service teachers compared WebCT and Ning in terms of visibility of classmates' projects and comments, ease of navigation, the ability to customize the look and feel of the page, and reliability of access. Results indicated a preference to Ning since it provides opportunities for personalization, collaboration and socialization in addition to the features provided by WebCT.

21-SY
Students’ Learning Experiences in Student-centered Learning Environments: Implications for Teachers

Contributor(s): Sung Joon Lee, The University of Georgia

This qualitative study explored students’ learning experiences in student-centered learning environments in a graduate program. The findings from this study showed the major themes and their relationships regarding students’ readiness for, perceptions of, and reactions to the student-centered learning approach. This presentation will share the findings and implications for teachers and educational practitioners who consider designing and implementing student-centered learning environments in their teaching practices.

21-TR
Convention Evaluation Committee
Time: 8:00 AM - 9:00 AM
Location: Taylor
Presented by: John Paul, Retired, University of San Diego
Convention Evaluation Committee Meeting.

Transforming Learning and Instruction
Time: 8:00 AM - 9:00 AM
Location: Wilson
Facilitator: Jennifer Maddrell, Old Dominion University

21-WI
Taking e-Learning to the Next Level: Integrative Approaches and Meeting Challenges

Presented by: Anthony Pina, Sullivan University System; Bruce Harris, Western Illinois University

Come and join a faculty member and an administrator, each with many years of experience in online learning, as we share a combination of research, planning and practice that can be used to establish strong e-Learning programs or improve existing programs. You will leave with examples of rubrics, standards, and many ideas for taking your e-Learning program ‘to the next level’.

21-WT
Examples of US/Japan Cross-Cultural Collaborative Group Projects Between Language Learning and Language Education Classes

Contributor(s): Hitoshi Susono, Mie University

First and third year Japanese language classes at the University of Georgia paired with students from Japanese Education classes at Mie University in Mie Prefecture, Japan. Together, these classes worked on projects that promoted language learning, cultural exchange, and cross-cultural group collaboration. In this presentation, the supervising instructors from both universities will describe the projects as seen from the point of view of their students, and discuss challenges and accomplishments attained during these projects.

Intercultural E-Co-Mentoring experiences: The case study

Contributor(s): Lauren Cifuentes, Texas A&M University; saniye tugba bulu, Middle East Technical University

Developments in computer-mediated technologies offer potential to change the co-mentoring process. This case study examined how to build and facilitate e-co-mentoring experiences. Students’ online discussions, email conversations, mentoring journals, and interviews are analyzed. The presentation will discuss the development, dynamics, benefits, and challenges associated with intercultural E-Co-Mentoring experience.
Hybrid/Online Chinese

Time: 8:00 AM - 9:00 AM
Location: Willow
Facilitator: Ms. Shuyan, University of Southern Mississippi

21-WW
.a Hybrid Chinese Language Program: An Integration of Mobile Learning, Online Learning and Face-to-Face Instruction
Presented by: Tina Wu,
Mobility, Flexibility, immediacy and collaboration is the macro trend of future technology usage. Instruction in hybrid formats provides learners with choices about where, when, and how learning occurs. The paper introduces a hybrid Chinese language program at a university in America and presents a showcase that integrates mobile learning, online learning and traditional face-to-face instruction in a hybrid Chinese program. Literature reviews, guidelines for designing a Chinese program in hybrid format are discussed as are its benefits.

.b Chinese Online Education into New Millennium
Presented by: Xiaojun Chen, Purdue University
There is a huge expansion of Internet usage in China, which subsequently influenced Chinese education at large. There were forerunners investigating the implications and impacts of the Internet in China, however, at present little is known about Chinese online distance education and its sustainable development. This paper discusses the recent changes that the Internet and its web-based applications have brought into Chinese education system in higher education, K-12 and work-based training.

22-BM
Organizations Similar to AECT
Time: 9:15 AM - 10:15 AM
Location: Beckham
Presented by: Glen Bull, AACTE; Nari Kim, KSET
Contributor(s): Denis Hlynoka, CNIE

Transforming Learning and Instruction
Time: 9:15 AM - 10:15 AM
Location: Brown
Facilitator: Wilhelmina Savenye, Arizona State Univ.

22-BN
.a Personality Preferences and Online Teaching Styles
Presented by: Maria Avgerinou, DePaul University
Contributor(s): Anne Russell, Russell Synergies
This descriptive case study explores, and discusses Myers-Briggs Type Indicator (MBTI) personality preferences as reflected in perceptions of online teaching by participating university instructors. A secondary goal concerns how different MBTI personality preferences influence the design and delivery of online courses. In this study we are incorporating personality preferences in recognition of how individual instructors influence the learning experiences of their students. The research outcomes will support the professional development of aspiring and existing online teachers.

.b Design Strategies for Enhancing Students to Link their Scientific Data and Reasoning to Decision Making in the Real World
Presented by: Suhyun Yoo, Pennsylvania State University
Contributor(s): Priya Sharma, Pennsylvania State University; Kyoungna Kim, Pennsylvania State University
In this presentation, we will share our design efforts on creating a learning environment for two years. During the fall
Reflection Paper Overview

Time: 9:15 AM - 10:15 AM
Location: Coe

22-CE

.a Reflection Paper
Presented by: Leaunda Hemphill, Western Illinois University; Mike Montalto-Rook, Penn State University; Heather Hughes, Penn State University; Raquel Hansen, Western Illinois University; Luh Putu Mahadewi, Western Illinois University; Hoyet Hemphill, Western Illinois University; Sandra Law, University of Calgary

During this hour-long session, the authors of five different reflection papers will each provide a ten-minute summary of their work, inviting attendees to personally visit a later, 1-hour session to hear more about their study. This group includes the following reflection papers (the later, 1-hour session time is included in parentheses):

- Engagement Tools in Virtual Interactive Case-Study Environments (Thur, 1:00pm, 25-CE)
- Shared worlds of knowing: A design ethnography (Fri, 2:15pm, 36-CE)
- Enhancing User Participation in an Art Gallery Space through the Development of a User Generated Wiki (Thur, 1:00pm, 25-CE)
- Using the Power of Facebook as an Interactive Recruitment Tool (Thur, 1:00pm, 25-CE)
- Return on Investment on an Instructional Design Intervention: Sharing a Success Story (Thur, 1:00pm, 25-CE).

.b Reflection Paper
Presented by: Khusro Kidwai, Penn State University
Contributor(s): Krista D. Glazewski, New Mexico State University; Jonathan Benson, New Mexico State University; David Rutledge, New Mexico State University; Dominic Simon, New Mexico State University; Paul Howell, Penn State University; Krista D. Glazewski, New Mexico State University; Jonathan Benson, New Mexico State University; David Rutledge, New Mexico State University

During this hour-long session, the authors of five different reflection papers will each provide a ten-minute summary of their work, inviting attendees to personally visit a later, 1-hour session to hear more about their study. This group includes the following reflection papers (the later, 1-hour session time is included in parentheses):

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- Using the Power of Facebook as an Interactive Recruitment Tool (Thur, 1:00pm, 25-CE)
- Return on Investment on an Instructional Design Intervention: Sharing a Success Story (Thur, 1:00pm, 25-CE).

Innovative Assessment

Time: 9:15 AM - 10:15 AM
Location: Dogwood
Facilitator: Seung Won Yoon, Northern Illinois University

22-DD

.a Using Annotated Concept Map Assessments to Determine the Performance and Understanding of Complex Problems for Teachers Integrating Technology in the Classroom
Presented by: Jonathan McKeown, Florida State University

This presentation will report on a study that determined the usefulness of using annotated concept maps as predictors of a teacher’s performance on complex and ill-structured problems. Specifically it looked at whether annotated concept map assessments correlate with teacher performance and understanding of complex and ill-structured problems involving technology integration, and whether metrics that do not examine the content of nodes and links in a concept map are useful in diagnosing a relationship to expertise.

.b Designing and Developing Structural Equation Models to Determine Factors of Information-Use Environments Influencing Principals’ Data-Driven Decisionmaking
Presented by: Marcus Childress, Emporia State University
Contributor(s): Mingchu Luo, Emporia State University

This study examined principals’ data-driven decisionmaking (DDDM) practices and identified the factors of their information use environments that affected DDDM. Structural
equation models in different leadership dimensions were fitted to the survey data collected from public high school principals. The results of this study provide insights into the conditions of information use environment necessary for achieving good practices of principals’ data-driven decisionmaking.

**Reflection Paper Overview**

**Time:** 9:15 AM - 10:15 AM  
**Location:** French

**22-FH**

.a Reflection Paper (10a)  
**Presented by:** D Douglas Doblar, Indiana University; Yasemin Demiraslan, Iowa State University  
**Contributor(s):** Niki Davis, e-Learning University of Canterbury; Karen Kellison, James Madison University; Michele Estes, James Madison University; Diane Wilcox, James Madison University

During this hour-long session, the authors of six different reflection papers will each provide a ten-minute summary of their work, inviting attendees to personally visit a later, 1-hour session to hear more about their study. This group includes the following reflection papers (the later, 1-hour session time is included in parentheses):

- Formative Research on the School System Transformation Protocol: The Development of Transformational Leadership Capacity in a School District’s Systemic Change Process (Thur, 1:00pm, 25-FH)
- Teaching a Course in Flexible & Distance Learning with Virtual Schooling (Fri, 2:15pm, 36-CE)
- Organizational Support for the Adoption of Educational Technology (Fri, 3:30pm, 37-CE)
- Integrative & Interdisciplinary Approach to Designing an Educational Technology Graduate Program (Thur, 1:00pm, 25-FH)
- Flexible Online Learning & Game-based Learning Environments: Do They Make a Happy Marriage? (Thur, 1:00pm, 25-FH)
- Context Matters: A Description & Typology of the Online Learning Landscape (Fri, 1:00pm, 35-CE).

.b Reflection Paper (10b)  
**Presented by:** Ana-Paula Correia, Iowa State University; Turkan Karakus, Middle East Technical University; Patrick Lonewthal, University of Colorado; Brent Wilson, University of Colorado  
**Contributor(s):** Kajal Shah, Iowa State University

During this hour-long session, the authors of six different reflection papers will each provide a ten-minute summary of their work, inviting attendees to personally visit a later, 1-hour session to hear more about their study. This group includes the following reflection papers (the later, 1-hour session time is included in parentheses):

- Formative Research on the School System Transformation Protocol: The Development of Transformational Leadership Capacity in a School District’s Systemic Change Process (Thur, 1:00pm, 25-FH)
- Teaching a Course in Flexible & Distance Learning with Virtual Schooling (Fri, 2:15pm, 36-CE)
- Organizational Support for the Adoption of Educational Technology (Fri, 3:30pm, 37-CE)
- Integrative & Interdisciplinary Approach to Designing an Educational Technology Graduate Program (Thur, 1:00pm, 25-FH)
- Flexible Online Learning & Game-based Learning Environments: Do They Make a Happy Marriage? (Thur, 1:00pm, 25-FH)
- Context Matters: A Description & Typology of the Online Learning Landscape (Fri, 1:00pm, 35-CE).

**22-FS**

**Accreditation Committee**  
**Time:** 9:15 AM - 10:15 AM  
**Location:** Fields

**Presented by:** Tom Blevins, Bluefield State College  
**NCATE Accreditation Committee Meeting**

**22-HY**

**Integrative, Indisciplinary Approaches**  
**Time:** 9:15 AM - 10:15 AM  
**Location:** Holly

**Facilitator:** Joanne E. Beriswill, Indiana University

**Presented by:** Eugene Kowch, University of Calgary - Faculty of Ed

Are you prepared for the new organizational realities emerging in education? Do you need knowledge and strategies for building more resilient ID&D teams to really take charge of brilliant new learning environments? In this session we explore basic team and education system conditions emerging in education with a focus on the ID&D team context. Join us to explore new ways of seeing ‘structure and bureaucracy’, along with research outlining 7 new team design parameters for more resilient, powerful design teamwork in tougher times.
Reflection Paper Overview

Time: 9:15 AM - 10:15 AM
Location: Jones

22-JS
.a Reflection Paper (11a)
Presented by: Jinbao Zhang, Beijing Normal University; Chatchada Akarasriworn, University of Northern Colorado; Yu-ching Chen, Chinese Culture University
Contributor(s): Kuo-Lin Chin, Yuan Ze University; Chi-Wei Lee, Yuan Ze University; Jalin K. Lee, Yuan Ze University; Cheng-Tse Wu, Yuan Ze University; Shu-Ting Wu, Yuan Ze University; Kuo-Pei Kao, Yuan Ze University

During this hour-long session, the authors of six different reflection papers will each provide a ten-minute summary of their work, inviting attendees to personally visit a later, 1-hour session to hear more about their study. This group includes the following reflection papers (the later, 1-hour session time is included in parentheses):

- Evaluation Framework For the Use of ICT in Education: CIPO Model (Thur, 1:00pm, 25-JS)
- Examining Student English Speaking Performance & Attitudes Using Role-Play vs. Sound Audio-Laboratory Practice Approaches in High School in Thailand (Thur, 1:00pm, 25-JS)
- Using Web 2.0 in a Design-Oriented Course (Fri, 2:15pm, 36-CE)
- Storytelling House That Tells: A Case Study of Execution in Taiwan (Thur, 1:00pm, 25-JS)
- Linking Design & Development with Learning & Performance: Understanding the Factors Affecting the Adoption of Technology in Higher Education through Cultural Historical Activity Theory analysis (Fri, 3:30pm, 37-CE)
- Technology Integration: The use of Computer Technology by Female Teachers working at Madinat Al-Kuwait Elementary school (Thur, 1:00pm, 25-JS).

.b Reflection Paper (11b)
Presented by: Rolando Marquez, University of Central Florida; Zhigang Li, University of Central Florida; Randa Abdelmagid, Virginia Tech

- Evaluation Framework For the Use of ICT in Education: CIPO Model (Thur, 1:00pm, 25-JS)
- Examining Student English Speaking Performance & Attitudes Using Role-Play vs. Sound Audio-Laboratory Practice Approaches in High School in Thailand (Thur, 1:00pm, 25-JS)
- Using Web 2.0 in a Design-Oriented Course (Fri, 2:15pm, 36-CE)
- Storytelling House That Tells: A Case Study of Execution in Taiwan (Thur, 1:00pm, 25-JS)
- Linking Design & Development with Learning & Performance: Understanding the Factors Affecting the Adoption of Technology in Higher Education through Cultural Historical Activity Theory analysis (Fri, 3:30pm, 37-CE)
- Technology Integration: The use of Computer Technology by Female Teachers working at Madinat Al-Kuwait Elementary school (Thur, 1:00pm, 25-JS).

22-LN

GSA: Advice for the Job Hunt
Time: 9:15 AM - 10:15 AM
Location: Laffoon
Facilitator: Jesse Strycker, Indiana University
Presented by: Thomas Brush, Indiana University; Anne Ottenbreit-Leftwich, Indiana University; Theresa Cullen, University of Oklahoma; Jung Won Hur, Auburn University
Contributor(s): Ugur Kale, West Virginia University; Krista D. Glazewski, New Mexico State University

Getting ready for the job hunt? Already on the job hunt? This session is an opportunity to talk with professors at various points in their careers about how to be more successful on the job hunt and what kinds of strategies you might want to consider employing. Come with your questions ready. One of our most popular sessions last year.

22-MC

Developing Technology-Savvy Faculty Across a Large Campus
Time: 9:15 AM - 10:15 AM
Location: McCreary
Presented by: Milt Nielsen; Wilhemina Savenye; Michael Spector, University of Georgia
Contributor(s): Elizabeth Strand

Self regulation

Time: 9:15 AM - 10:15 AM
Location: Maple

22-ME

.a Self-Regulated Learning (SRL) in Community College Student Success
Presented by: Haihong Hu, Florida State University
Contributor(s): Marcy Driscoll, Florida State University

This literature review first discusses an existing problem with community college student success, a high incompletion rate. Then, it covers the theories and research about SRL and learning strategy development. SRL strategy training has been found effective to promote learning achievement, motivation and strategy use. It was proposed that using SRL strategy training, implemented in the format of remedial or study skills courses, might be a solution to community college student success.

.b Introducing the Self-Regulation for Online Learning Training System (SRfOLTS)
Presented by: Haihong Hu, Florida State University

This is a demonstration of a system, including a web-based self-regulated learning (SRL) tutorial and strategy application, to facilitate SRL in the online environment. It was designed based on learning strategy development literature to provide modeling and self-explanation, self-reflective practice and feedback on SRL strategies, to promote metacognitive awareness, and to enhance motivational processes. Suggestions for implementation and instructional
implications will be discussed. This session may be interesting to instructors and administrators of online learning.

**Reflection Paper Overview**

**Time:** 9:15 AM - 10:15 AM  
**Location:** Morrow

### 22-MW

*a* Reflection Paper (1a)  
**Presented by:** Peter Rich, Brigham Young University; Scott Warren, University of North Texas; Dianne Lawton, Troy University--Brunswick  
**Contributor(s):** Geoff Wright, Brigham Young University; Neil Bly, Brigham Young University; Keith Leatham, Brigham Young University; Lin Lin, University of North Texas

During this hour-long session, the authors of six different reflection papers will each provide a ten-minute summary of their work, inviting attendees to personally visit a later, 1-hour session to hear more about their study. This group includes the following reflection papers (the later, 1-hour session time is included in parentheses):
- Convergent Cognition (Fri, 1:00pm; 35-CF)  
- Ethical considerations for game-based learning (Fri, 2:15pm; 36-CE)  
- Online, Face-to-Face, and Blended Learning: Which Delivery Model Takes the Most Time? (Fri, 2:15pm; 36-CE)  
- A Study on the Relations of Spatial Ability, Mental Model Constructs, and Learning Effectiveness (Fri, 2:15pm; 36-CE)  
- Faculty Members’ Decisions About Online Assessment Strategies: A Mixed-Method Investigation (Fri, 9:15am 32-CE)  
- How Secondary Education Mathematics Teachers use Technology in Their Classrooms (Fri, 2:15pm, 36-CF).

*b* Reflection Papers (1b)  
**Presented by:** Yue Ma, North Carolina A&T State University; Thomas Reeves, University of Georgia  
**Contributor(s):** Rui Hu, University of Georgia; Nathan Powell, Indiana University

During this hour-long session, the authors of six different reflection papers will each provide a ten-minute summary of their work, inviting attendees to personally visit a later, 1-hour session to hear more about their study. This group includes the following reflection papers (the later, 1-hour session time is included in parentheses):
- Convergent Cognition (Fri, 1:00pm; 35-CF)  
- Ethical considerations for game-based learning (Fri, 2:15pm; 36-CE)  
- Online, Face-to-Face, and Blended Learning: Which Delivery Model Takes the Most Time? (Fri, 2:15pm; 36-CE)  
- A Study on the Relations of Spatial Ability, Mental Model Constructs, and Learning Effectiveness (Fri, 2:15pm; 36-CE)  
- Faculty Members’ Decisions About Online Assessment Strategies: A Mixed-Method Investigation (Fri, 9:15am 32-CE)  
- How Secondary Education Mathematics Teachers use Technology in Their Classrooms (Fri, 2:15pm, 36-CF).

### 22-NN

*a* Openness and the Disaggregated Future of Higher Education  
**Presented by:** David Wiley, Brigham Young University

Open approaches like MIT OpenCourseWare and niche models like the Western Governor’s University provide a glimpse into the manner in which higher education organizations will disaggregate in the near future.

*b* Open Content in Education: The Instructor Benefits of OpenCourseWare  
**Presented by:** Preston Parker, Utah State University

Protecting copyright is fundamentally understood to be necessary to further the progress of arts and sciences by compensating creators. However, these means to an end have resulted in a ‘closed-content’ mentality. This mentality is being challenged, especially in educational arenas, where a freedom to exchange ideas and content is viewed as beneficial. Many feel that an ‘open content’ mentality is needed, especially in the digital age. This qualitative case study presents data showing benefits that come when using content under an open content understanding and, more specifically, the benefits that come to instructors who contribute their educational content to M.I.T.’s OpenCourseWare project.

### 22-PR

*a* Designing Long-Term Technology Integration Professional Development  
**Presented by:** Shadow Armfield, Northern Arizona University  
**Contributor(s):** Michael Blocher, Northern Arizona University; Laura Sujo-Montes, Northern Arizona University

This paper presentation will provide a description of the design, development and implementation of a three year technology integration professional development for participating teachers from a consortium of rural school districts. Attendees will be given explicit details of the professional development and an analysis of data collected describing participants’ technology self-efficacy, their instructional use, and their students’ use at various points during the professional development.

*b* Shifting the Story from Private to Public:
Resistance to Narrative Voice in Digital Storytelling  
**Presented by:** Martha Green, Texas A&M University  
**Contributor(s):** Shannon Burnett, Texas A&M University  
This qualitative case-based study investigates digital storytelling as a strategy to increase narrative voice and encourage reflexivity in the writing process of pre-service teachers. Digital storytelling shifts narrative from private to public. Researchers use postmodern philosophy and narrative theory to consider narrative representation as it relates to self-construction and resistance to reveal self; the relationship between conferencing and disclosure; resistance to narrative presence; and ethical issues related to self-revealing in the classroom environment.

**Reflection Paper Overview**  
**Time:** 9:15 AM - 10:15 AM  
**Location:** Segell  
**22-SL**  
.a Reflection Paper (3a)  
**Presented by:** Jason McGraw, Northern Illinois University; Lisa Yamagata-Lynch, Northern Illinois University; Brian Beatty, San Francisco State University; John Keller; Sara Lindsey, Morehead State University; Christopher Miller, Morehead State University  
**Contributor(s):** Karen Hallett, Indiana University; Firat Soylu, Indiana University; Whitney McGowan, Brigham Young University  
During this hour-long session, the authors of six different reflection papers will each provide a ten-minute summary of their work, inviting attendees to personally visit a later, 1-hour session to hear more about their study. This group includes the following reflection papers (the later, 1-hour session time is included in parentheses):  
- Using Activity Systems Analysis to Evaluate the Implementation of Science Curriculum at Multiple Illinois Schools (Fri, 3:30pm; 37-CF)  
- Student Self-reflections on Learning in a Hybrid Course Environment: Do Participation Mode Differences Lead to Differences in Reflections? (Fri, 1:00pm; 35-CE)  
- Validity & Utility of an Integrative Theory of Motivation, Volition, Learning, and Performance (Fri, 3:30pm; 37-CF)  
- Trends to the Future: An Analytical Comparison of Educational Technology Journals over Eighteen Years (Fri, 1:00pm; 35-CF)  
- Online Student Course Evaluation Systems: Effective • • Strategies and Best Practices (Fri, 3:30pm 37-CF)  
- Teaching and Student Learning CAN Be Improved Using Mid-Course Evaluations: More Than 100 Faculty Tell How (Fri, 3:30pm, 37-CF).

.b Reflection Paper (3b)  
**Presented by:** Mark Millard, Indiana University; Peter van Leusen, Indiana University; Russ Ogusthorpe, Brigham Young University  
**Contributor(s):** Ann Barron, University of South Florida  
During this hour-long session, the authors of five different reflection papers will each provide a ten-minute summary of their work, inviting attendees to personally visit a later, 1-hour session to hear more about their study. This group includes the following reflection papers (the later, 1-hour session time is included in parentheses):  
- Effects of Collaborative Model of Instruction on Learner Performance in Educational Technology Courses (Fri, 2:15pm, 36-CE)  
- Software Training in Nonprofit Organizations: Training Format Preferences of Employees (Fri, 2:15pm, 36-CE)  
- Valid Performance Assessment: Student Information and Communication Technology Skills (Fri, 2:15pm, 36-CE)  
- Characteristics of Web 2.0 Applications for Teaching & Learning (Fri, 2:15pm, 36-CE)  
- Technology Integration in Elementary Classrooms: A Descriptive Study of Access, Use & Pedagogy (Fri, 3:30pm; 37-CE).

22-SR  
.a Qualitative Inquiry Award: PowerPoint and the Pedagogy of Digital Media  
**Time:** 9:15 AM - 10:15 AM  
**Location:** Stopher  
**Presented by:** Catherine Adams, University of Alberta  
**Facilitator:** Andrew Yeaman, ECT Foundation Qualitative Inquiry Award  
The winner of ECT Foundation’s Qualitative Inquiry Award is Dr. Catherine Adams of the University of Alberta, Canada. The title of her paper is PowerPoint and the Pedagogy of Digital Media.

**Reflection Paper Overview**  
**Time:** 9:15 AM - 10:15 AM  
**Location:** Stanley  
**22-SY**  
Reflection Paper  
**Presented by:** Tatyana Pashnyak, Florida State University; Ryan Kingery, University of Louisville; Tina Hohlfeld, University of South Florida; Albert Ritzhaupt, University of North Carolina; Michael Grant, University of Memphis; Clif Mims, University of Memphis  
**Contributor(s):** Ann Barron, University of South Florida  
During this hour-long session, the authors of five different reflection papers will each provide a ten-minute summary of their work, inviting attendees to personally visit a later, 1-hour session to hear more about their study. This group includes the following reflection papers (the later, 1-hour session time is included in parentheses):
Transforming Learning and Instruction

**Time:** 9:15 AM - 10:15 AM  
**Location:** Taylor  
**Facilitator:** Lisette Reyes, Purdue University

### 22-TR

.a Interactive Technologies for Embodied Learning of Language Arts & Mathematics (ITEL*LAM): Developing Lesson Plans and Educational Applications for Elementary and Middle School Classrooms using the iPod Touch  

**Presented by:** Michael A Evans, Virginia Tech

The Interactive Technologies for Embodied Learning of Language Arts and Mathematics (ITEL*LAM) project supports 4 teachers and over 80 students in 4th, 6th, and 8th grades to explore language arts and mathematics using wireless mobile technologies with instructional multimedia and communication software hosted on Moodle, an open-source learning management system. Presentation attendees will be introduced to classroom case studies, application prototypes, and beta testing results demonstrating the efficacy of iPod Touches for teaching and learning.

.b An Investigation of the Effectiveness of a Motivational Treatment for College Algebra Students  

**Presented by:** Charles Hodges, Virginia Tech; ChanMin Kim, University of Georgia

The purpose of this study was to investigate the effectiveness of a motivational treatment designed to improve college algebra students’ attitudes toward mathematics. A pretest-posttest control group design was used. The participants in this study were 43 students enrolled in a college algebra and trigonometry course offered at a large state university in the mid-Atlantic region of the United States during the fall of 2008. Statistically significant results were observed for enhanced motivation toward mathematics.

### 22-WI

.a Students’ Feelings of Sense of Community within an Online Graduate Program  

**Presented by:** Nichole Harlin, Indiana University  
**Contributor(s):** Nilufer Korkmaz, Indiana University; Marisa Exter, Indiana University; Barbara Bichelmeyer, Indiana University

This study is set in an Instructional Technology department within a large university. In addition to residential Masters and Ph.D. programs, the department also offers fully online distance Masters and Certificate programs. This study investigates whether students have a desire to interact at a program- or department-wide level, and, if so, how the program currently supports these types of interactions. Student suggestions for changes or additional opportunities for interactions within the program will be discussed.

.b Road to POW Stalag Luft III: Creating Community to Recreate History  

**Presented by:** Miriam Larson, Virginia Tech & University of Tennessee Knoxville

How do you create community among geographically dispersed, diverse learners, who share a common goal to recreate history? In winter, 2008-2009, a group of 15 ‘baby boomers’ met virtually to prepare for the reenactment of their fathers’ 60-mile forced march as WWII POWs in the bitter cold of 1945. This presentation highlights how the group used a social network and a variety of online tools to build community and share history with learners world-wide.

### 22-WN

**Pechu Kucha, an Alternative Format for Presentations**  
**Time:** 9:15 AM - 10:15 AM  
**Location:** Wilkinson  
**Facilitator:** Bellarmine Ezumah, Howard University  
**Presented by:** Joanna C. Dunlap, University of Colorado Denver

Pechu Kucha (pronounced peh-cha ku-cha) is an alternative format for presentations that, when done well, stimulates creativity, enthusiasm, high-energy, and engagement. The basic structure of a Pecha Kucha presentation is 20 slides/images, 20 seconds per slide/image. During this session, I will demonstrate the Pecha Kucha format for in-person and stand-alone online presentations, describe similar formats (e.g., Ignite and Lightning Talk), and provide a set of guidelines for making the most of the Pecha Kucha format.

### 22-WT

.a Research Trends in Instructional Technology in Turkey: A Content Analysis  

**Time:** 9:15 AM - 10:15 AM  
**Location:** Walnut  
**Facilitator:** Cengiz Hakan Aydin, Anadolu University  
**Presented by:** Feray Uğur Erdoğmuğ, Faculty of Education; Kursat Cagiltay, Middle East Technical University

The main aim of this study is to look for the trends in instructional technology field in Turkey and to visualize general tendencies in the field in research topics, types, and methodologies. Content analysis research design was used in this study. In this study, the unit of analysis was theses and dissertations published in instructional technology departments in Turkey and researcher aimed to analyze all of the population.
Video Games, Learning, and Informal Curricula Among Professional StarCraft Players in South Korea

Presented by:
Contributor(s): Michael Thomas, Dept. of Curriculum & Instruction; Sahoon H. Kim, University of Wisconsin-Madison

This study examines informal learning, curricular development, and assessment among professional video game players in South Korea. This is a narrative study which analyzed pro-gamers’ behavior, culture, and interactions to (re)conceptualize educational meaning within and across the society of StarCraft pro-gamers. Through participating in their life worlds, this study illuminates their learning from informal curricula, learning organization, and interactions with teammates, coaches, and team directors.

Assessment/Distance Education

Time: 9:15 AM - 10:15 AM
Location: Willow
Facilitator: Hong Zhan, Embry-Riddle Aeronautical Univ

Motivating Student’s Online Communication and Interaction

Presented by: Shuyan Wang, University of Southern Miss

This paper investigates students’ interaction and learning experiences in an online course through WebCT. Communication tools used in this online course were threaded discussions, chat rooms, emails, and other tools in WebCT. The author will illustrate the strong and weak points of each tool through her own teaching experience and her students’ learning experiences. This paper will also discuss the problems that existed in the class and students’ feeling about them.

Assessing Teacher Candidates’ Knowledge Development in a Pedagogical Laboratory

Presented by: Yuxin Ma, CILAT; Douglas Williams, Univ of Louisiana at Lafayette
Contributor(s): Louise Prejean, Univ of Louisiana at Lafayette; Guolin Lai, Univ of Louisiana at Lafayette

Technological Pedagogical Content Knowledge (TPACK) provides a framework to analyze the types of knowledge needed for technology integration (Mishra & Koehler, 2006). To gain a better understanding of what teacher candidates learned from pedagogical laboratory experience, we used TPACK as a framework to analyze teacher candidates’ reflective writing after the field experience. We will present the literature review, methods, and findings. We will also discuss the implications of the study.

Using Asynchronous Online Discussions in Blended Courses: Comparing Impacts Across Courses in Three Content Areas

Presented by: James Lehman, Purdue University; Peg Ertmer, Purdue University; Xi Cheng, Purdue University; Christopher Mong, Purdue University; Ayesha Sadaf, Purdue University
Contributor(s): Jennifer Richardson, Purdue University

Asynchronous online discussions are common in online and blended courses. This study examined the impact of online discussions in blended undergraduate courses in three disciplines: educational technology, engineering, and English education. Results showed that students from all courses were comfortable using online discussions and saw them as a way to express opinions and learn course content. However, differences in the outcomes for three groups suggest that certain online discussion strategies are more useful than others.

http://www.edci.purdue.edu/fipse/

Lighting the Fire for Learning in Distance Education

Presented by: Michael Johnson, Brigham Young University; Russ Osguthorpe, Brigham Young University

The purpose of this in-depth case study was to examine an distance education literature course to determine the degree to which students reported personal growth in the illusive educational outcomes of character development and life-long learning. Results showed that students who completed the course said that they had developed a desire to keep studying the topic after the course ended, that their self-confidence had increased, and that they wanted to share their personal insights with others.
Innovative Assessment and Evaluation

Time: 10:30 AM - 11:30 AM
Location: Breathitt
Facilitator: Elizabeth Boling, Indiana University

23-BT
.a Designing for Geospatial Information Technologies
Presented by: Violet Kulo, Lehigh University; Ward Cates, Lehigh University
Contributor(s): Alec Bodzin, Lehigh University

Geospatial information technologies are increasingly being incorporated in the classroom to promote student problem solving, data analysis, and critical thinking. But how might these technologies be designed to support *both* teacher and student needs? Collaborating closely with different experts, we designed and developed a Web-facilitated module to enhance science inquiry supported by a Geographic Information System. In this presentation, we lay out design principles for geospatial information technologies that emerged from our design partnership.

.b Open Educational Resources on Science Museum Websites: Best Practices
Presented by: Ward Cates, Lehigh University
Contributor(s): Paige Mattke, Lehigh University

With school field trips rapidly becoming a thing of the past because of budget pressures, open educational resources (OERs) offer perhaps the best hope for teachers and students. We analyzed a randomly selected sample of 100 science museum Websites and identified the types of OERs they offered. From this, we derived best and promising practices. In this presentation we will demonstrate what we found and discuss alternative online design and development approaches.

Reflection Paper Overview

Time: 10:30 AM - 11:30 AM
Location: Coe

23-CE
.a & .b Reflection Paper
Presented by: Mike Montalto-Rook, Penn State University; Evrime Baran, Iowa State University; Turkan Karakus, Middle East Technical University; Yasemin Demirsanlu, Iowa State University; Sunghye Lee, Syracuse University; Li-chin (Crystal) Huang, University of Minnesota; Robert Dunn, University of Central Florida; Yin Wah Kreher, Syracuse University
Contributor(s): Kajal Shah, Iowa State University

During this hour-long session, the authors of six different reflection papers will each provide a ten-minute summary of their work, inviting attendees to personally visit a later, 1-hour session to hear more about their study. This group includes the following reflection papers (the later, 1-hour session time is included in parentheses):
- What is the Lived Experience of Designing and Teaching Multiple Delivery Methods -Live Meeting, Hybrid, Online, and Face To Face (f2f) within a Semester at a Technical College Setting? (Thur, 1:00pm, 25-CE)
- An Exploration for Designing Context-Sensitive Learning Environment (Thur, 1:00pm, 25-CE)
- Transforming Learning and Instruction through an Online Blogging and Voting Environment (Thur, 1:00pm, 25-CE)
- The Role of Self-Efficacy in Online Learner Retention: From Research to Design & Back Again (Thur, 1:00pm, 25-CE)
- Usability Cases in Education: Experiences, Challenges and Lessons Learned (Fri, 1:00pm, 35-CE)
- Designing for Digital Excellence, Entrepreneurship and Sustainability: a Pilot ICT Afterschool Program for Inner City Middle School Students (Thur, 1:00pm, 25-CE).

Web 2.0

Time: 10:30 AM - 11:30 AM
Location: Dogwood
Facilitator: Tina Wu, SICET

23-DD
.a Social Networking In E-Learning Courses: Building Sense of Community
Presented by: Harrison Yang, State University of New York at Oswego
Contributor(s): Steve Yuen, 118 College Drive #5036

The presentation will provide an overview of sense of community and social networking; discuss the potential uses of social networking in education; and present a case study that integrates social networking into two graduate courses for the purpose of building a sense of community, improving communications and interactions, and promoting student-centered collaboration. The design, development, and implementation of class social networking sites and their effects on the students’ learning experience will be examined.

.b Flat-Structured Discussions as Organizational Scaffold Learning
Presented by: Chih-Hsiung Tu, Northern Arizona University
Contributor(s): Michael Blocher, Northern Arizona University; Chering-Jyh Yen, Old Dominion University

Flat or threaded discussions to support online learning are new challenging that online educators are facing. Both formats apply different structures/organizations to present and to relate to postings. By natures, both formats may have different impacts to online learning in terms of organizational scaffold learning. The purposes of this presentation are to compare and to present the learning impacts on these two different structures of online discussions. Forty graduate students’ learning experiences on both formats will be reported. Effective instructional strategies are recommended.
Reflection Paper Overview

Time: 10:30 AM - 11:30 AM
Location: French

23-FH
.a  Reflection Paper (9a)
Presented by: George Kontos, Community College of Western Kentucky; Todd Kisicki, Arizona State University; Heidi Blair, Arizona State University; Lisa Giacumo, Arizona State University
Contributor(s): Julie Moustafa, Old Dominion University; Renee Pilbeam, Arizona State University

.b  Reflection Paper (9b)
Presented by: Abigail Hawkins Gonzales, Brigham Young University; Michael Barbour, Wayne State University; Sue-Jen Chen, U. of North Carolina Wilmington
Contributor(s): Chao-Li Hsu, Wenzao Ursuline College

During this hour-long session, the authors of five different reflection papers will each provide a ten-minute summary of their work, inviting attendees to personally visit a later, 1-hour session to hear more about their study. This group includes the following reflection papers (the later, 1-hour session time is included in parentheses):
- Tips for teaching Online Classes (Thur, 1:00pm, 25-FH)
- Do Teachers Enrolled in an Online Science Course Learn More when Participating in Discussion Boards’ (Thur, 1:00pm, 25-FH)
- Does Narrated Animation Enhance Students Procedural Knowledge in an Engineering Design Course? (Thur, 1:00pm, 25-FH)
- On Measuring Attrition: An Examination U.S. Virtual School Trial Period & Course Completion Policies (Fri, 9:15am, 32-CE)
- If We Build It, Will They Come: Designing a Cross-cultural E-learning 2.0 Environment (Thur, 1:00pm, 25-FH).

23-FS
.a  Learning with Information: A Critical Skill for the 21st-Century
Time: 10:30 AM - 11:30 AM
Location: Fields
Facilitator: Leslie Blatt, Library Media Specialist
Presented by: Delia Neuman, Drexel University

Formal classroom instruction may still follow traditional disciplinary structures, but today’s students need learning strategies that enable them to transcend curricular categories. They must be able to access information from sources that cover a spectrum of content areas—e.g., websites that cover many aspects of a topic rather than only one or two and to assemble this information in coherent, logical ways. This research- and theory-based presentation discusses learning with information and suggests ways teachers and media specialists might address it.

.b  MUVEing Forward, the Development of Educational Resources, on a Global Scale
Presented by: John Muratet, CSU San Bernardino; Amy Leh, San Bernardino Unified School District

The presentation is about M.U.V.E and a grant project using these new mediums, for example, Second Life, wiki, and blog. The main objective of the program is to develop in-service and future teachers’ competencies and skills so they can contribute by their innovative practice. Through the presentation, the audience will (1) learn resources born from the grant project (2) understand design and development of the project, and (3) comprehend education in the global society.

23-HY
.a  Evaluating the Effectiveness of a Simulation-Based Collaborative Learning Environment and Validating new ways to Assess Learning Outcomes
Time: 10:30 AM - 11:30 AM
Location: Holly
Presented by: Dirk Ifenthaler, Albert-Ludwigs-University Freiburg
Contributor(s): Kristina Wieland, Albert-Ludwigs-University Freiburg
Facilitator: Seung Won Yoon, Western Illinois University

This proposal reports a Category 2 Work in Progress on the design and development of a simulation-based learning environment in the area of school management which includes (1) instructional support to facilitate learning, (2) collaborative features, and (3) a methodology to determine learning outcome. A study with 75 participants will be conducted in March 2009 to evaluate effects of the learning environment on learning outcome and validation of the used instruments. Results will be reported at the AECT presentation.

.b  Reinforcing Two Paradigms for How People Learn: A Third Grade Class Experience
Time: 10:30 AM - 11:30 AM
Location: Holly
Presented by: Mike Sullivan, Univ. of Texas Brownsville; Cheng-Chang Pan, University of Texas at Brownsville

In this presentation we revisit two paradigms in relation to technology integration in k-12 classroom curriculum. One is learning by design; the other is learning by doing. The support for the learning by design paradigm comes from the learning with media and technology approach or the ‘with’ approach with the help of cognitive tools. Reeves (1998) comments that it follows that empowering learners to design and produce their own knowledge representations and educational communications can be a powerful learning experience? (p. 20). In the learning by doing paradigm, students are enabled to try out new skills and learn from experience through interaction, observation, reflection, and experiment even if the student’s involvement entails failure. Much of life is about experiencing setbacks, and effectively dealing with the challenges those setbacks produce. But how do schools of today teach a highly diverse audience to embrace challenges,
to plan, to follow through on that plan and make adjustments as necessary? How do students learn to diagnose meaningful adversity and locate valuable resources to deal with problems, collaborating with other stakeholders for the common good? Is more technology in the classroom the answer? Simply put and simply used—no. But rooted in the experiential learning theory is active involvement by the learner, and, Schank and Cleary’s (1995) concept of learning by doing may shed some lights on our future practice in the classroom. Practices that are significantly, perhaps even inalterably changed by ‘the computer’ or whatever plethora of tools resides in Prometheus’s toolbox. We also describe how we put the two paradigms into a science and mathematics project with a third grade class as target audience using a vegetable garden.

**Reflection Paper Overview**

**Time:** 10:30 AM - 11:30 AM  
**Location:** Jones

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### 23-JS

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**.a Reflection Paper (12a)**

**Presented by:** Cheolil Lim, Seoul National University; Eunkyoung Yeon, Seoul National University; Nancy Wood, Texas A & M University; Yang Lin, University of Minnesota  
**Contributor(s):** Youngtae Lee, Seoul National University; Sunyoung Lee, Seoul National University

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**.b Reflection Paper (12b)**

**Presented by:** Janet Zydney, University of Cincinnati; Paul W. Jones II, University of Cincinnati; Shelly Sheats Harkness, University of Cincinnati; Nilay Yildirim, Syracuse University  
**Contributor(s):** Lori Diehl, University of Cincinnati

During this hour-long session, the authors of five different reflection papers will each provide a ten-minute summary of their work, inviting attendees to personally visit a later, 1-hour session to hear more about their study. This group includes the following reflection papers (the later, 1-hour session time is included in parentheses):

- **A Formative Study on the Design Principles for Simulation in Case-Based Learning** (Thur, 1:00pm, 25-JS)
- **Integrating Spatial Presence in Virtual Learning Environments into Constructivist Learning** (Fri, 1:00pm, 35-CF)
- **Designing & Assessing a Mathematics Learning Environment Aimed at Allowing Students Greater Control & Flexibility** (Thur, 1:00pm, 25-JS)
- **Collaborative Information Rating, Labeling and Filtering for Social Networking Learning** (Thur, 1:00pm, 25-JS)
- **When Instructional Design Meets Entertainment: Designing Educational Games** (Thur, 1:00pm, 25-JS)

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### 23-LN

**GSA: ‘Being a Consultant’**

**Time:** 10:30 AM - 11:30 AM  
**Location:** Laffoon  
**Facilitator:** Jesse Strycker, Indiana University  
**Presented by:** Monica Tracey, Wayne State University

Do you have questions about becoming a consultant in our field or what to do once you have? Then this is the session for you. Stories and answers to your questions. This was one of our most popular sessions last year.

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### 23-MC

**The National Technology Leadership Coalition and AECT’s Involvement**

**Time:** 10:30 AM - 11:30 AM  
**Location:** McCreary  
**Presented by:** Glen Bull, University of Virginia; Mary Herring, University of Northern Iowa

The National Technology Leadership Coalition (NTLC; http://www.ntlcoalition.org/) is a consortium of national teacher educator associations and national technology associations with the following objectives:  
- To facilitate and encourage cross-disciplinary discussion of appropriate uses of technology in the core content areas across professional associations.  
- To serve as a clearinghouse for consultation with corporate partners who are designing advanced uses of technology intended to facilitate learning.  
- To collaborate with federal policy makers and legislators to ensure that this topic remains at the forefront of the national education agenda.  
- To support and facilitate scholarly dialog in professional journals and conferences.  
- To ensure that university theory and research are applicable to applied uses in schools.  

http://www.ntlcoalition.org/

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### 23-ME

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**.a Enhancing Good Practice in Undergraduate Education Using Technology: The Cultural Lense**

**Presented by:** Yakut Gazi, Texas A&M University at Qatar

This presentation will discuss how technology can help achieve the seven principles of good practice in undergraduate education (Chickering and Gamson, 1991) and other similar efforts, while keeping the cultural context in mind. Although these principles seem to be viewed as universal, cultural context has large implications on to what extent and how they can be put into successful practice. Technology may help facilitate the implementation of some of these good practices.
Reflection Paper Overview
Time: 10:30 AM - 11:30 AM
Location: Morrow

23-MW
.a Reflection Papers
Presented by: Jozenia Colorado, Emporia State University; Janet Holland, Emporia State University; Marcus Childress, Emporia State University; Susan Stansberry, Oklahoma State University
Contributor(s): Bellarmine Ezumah, Howard University

.b Reflection Paper
Presented by: Brian Beabout, University of New Orleans; Belinda Cambre, University of New Orleans; John Gonzalez, Syracuse University; Susie Gronseth, Indiana University; Thomas Brush, Indiana University
Contributor(s): Tammie Causey-Konate', University of New Orleans; Shannon Chiasson, University of New Orleans
During this hour-long session, the authors of six different reflection papers will each provide a ten-minute summary of their work, inviting attendees to personally visit a later, 1-hour session to hear more about their study. This group includes the following reflection papers (the later, 1-hour session time is included in parentheses):
- Comparing Instructor Interaction and Course Design Factors on Student Sense of Classroom Community in an Online Learning Environment (Fri, 2:15pm; 36-CF)
- Measuring Student Learning in “Foundations of Educational Technology” Using HIMATT (Fri, 2:15pm; 36-CF)
- Toward a successful planning and implementation of educational technology in developing countries: A formative Evaluation of the One Laptop per Child project (Fri, 2:15pm; 36-CF)
- Evaluating by “Being There”: Site Visitations as a Path to Improved School Accountability (Fri, 2:15pm; 36-CF)
- Lessons Learned from Developing a Knowledge Transfer Measurement Instrument and Methodology (Fri, 3:30pm 37-CF)
- Preparing Teachers to Use Assistive Technologies: An Exploratory Study (Fri, 3:30pm, 37-CF).

Transforming Learning and Instruction
Time: 10:30 AM - 11:30 AM
Location: Poplar
Facilitator: Gregory Francom, University of Georgia

23-PR
.b The Effects of Learning Styles and Reward Types on Social Interaction in Web-Based Cooperative Learning
Presented by: Myounglang Kim, Korea University; Innwoo Park, Korea University
Contributor(s): Mi RI Um, Korea University; Sungwoo Han, Inha University
The purpose of this study was to clarify the effects of learning styles and reward types on learners’ social interaction in web-based cooperative learning. An experiment was conducted with 200 undergraduate students. The results were found that learning styles and reward types influenced positively the social interaction measured by the centrality indices of Social Network Analysis and by learners’ perception.

Reflection Paper Overview
Time: 10:30 AM - 11:30 AM
Location: Segell

23-SL
.a Reflection Paper (4a)
Presented by: ; Paige Worrell, Tarleton State University; Michael Barbour, Wayne State University
Contributor(s): Erin Brighton, ; Heidi Kromrei, Wayne State University; Angelene McLaren, Wayne State University; Sacip Toker, Wayne State University; Nandita Mani, Wayne State University; Vaughn Wilson, Oxford University
.b Reflection paper (4b)
Presented by: ; Clif Mims, University of Memphis; John Curry, Oklahoma State University
Contributor(s): Drew Polly, UNC-Charlotte; Jesse Mendez, Oklahoma State University; Mwarumba Mwavita, Oklahoma State University; Kathleen Kennedy, Oklahoma State University; Kathryn Weinland, Oklahoma State University; Katie Bainbridge, Oklahoma State University; Pennsylvania State University
During this hour-long session, the authors of six different reflection papers will each provide a ten-minute summary of their work, inviting attendees to personally visit a later, 1-hour session to hear more about their study. This group includes the following reflection papers (the later, 1-hour session time is included in parentheses):
- Building a Web-Enhanced Classroom (Fri, 1:00pm, 35-CE)
- The First Step in Developing a Common Benchmark: Measuring Technology Integration competencies in Pre-service Education Programs (Fri, 1:00pm; 35-CE)
- Analyzing Homemade PowerPoint Game Questions: Testing
- Proponents Assumptions (Fri, 1:00pm; 35-CE)
Thursday, October 29

- Implementing District-wide Technology Integration Professional Development (Fri, 1:00pm; 35-CE)
- Faculty Facebook Friends: Intelligent Integration or Creepy Treehouse (Fri, 1:00pm; 35-CE)
- Using Web 2.0 Technology to Design Novel Ways of Measuring Different Levels of Learning (Fri, 1:00pm; 35-CE).

Presidential Session

Time: 10:30 AM - 11:30 AM
Location: Stopher

23-SR
Designing for Problem Solving
Presented by: David Jonassen, University of Missouri
This invited presidential session will address types of problem solving activities and the implications for designing instruction.

Reflection Paper Overview

Time: 10:30 AM - 11:30 AM
Location: Stanley

23-SY
.a Reflection Papers (6a)
Presented by: Kenneth Luterbach, East Carolina University; Rebecca Fiedler, Indiana State University; Theresa Cullen, University of Oklahoma
Contributors: Diane Rodriguez, East Carolina University; Cem Kaner, Florida Institute of Technology; Scott Barber; Andrew Fagg, University of Oklahoma; Amy McGovern, University of Oklahoma
.b Reflection Papers (6b)
Presented by: Seung Won Yoon, Western Illinois University; Anthony Pina, Sullivan University System
Contributors: Peggy Muller, Sullivan University System; Cathy Crick, Sullivan University System; Yonjoo Cho, Indiana University

During this hour-long session, the authors of five different reflection papers will each provide a ten-minute summary of their work, inviting attendees to personally visit a later, 1-hour session to hear more about their study. This group includes the following reflection papers (the later, 1-hour session time is included in parentheses):
- Crawling the Web in Search of Instructional Technology Programs (Fri, 3:30pm; 37-CE)
- Building a Free Courseware Community Around an Online Software Testing Curriculum (Fri, 3:30pm, 37-CE)
- Evaluating the Effectiveness of an REU Program: A Partnership of Computer Science and Education faculty (Fri, 3:30pm, 37-CE)
- Putting Dale Carnegie Online: A Case Study (Fri, 3:30pm, 37-CE)
- Exploring Convergence and Crisscross between Instructional Technology and Human Resource Fields (Fri, 3:30pm; 37-CE).

New Media Applications

Time: 10:30 AM - 11:30 AM
Location: Taylor
Facilitator: Aubteen Darabi, 4623-C University Center, LSI

23-TR
.a Replication Supports Flowometer: Advancing Cyberlearning through Game-based Assessment Technologies
Presented by: Debbie Denise Reese, NASA-sponsored Classroom of the Future
NSF and like-minded reform efforts require development and evaluation of embedded assessment toolsets that measure and report learner growth within cyberlearning environments. The flowometer measures changes in an important aspect of learners’ perceived experience called flow. The CyGaMEs project has completed and replicated research that shows the sensitivity of the tool, supporting its reliability. The flowometer and methods for collection and analysis are discussed and offered to cyberlearning designers, developers, educators, policy-makers, and researchers.

.b Feedforward: A Multi-Disciplinary Explanation of Engagement in Computer Games
Presented by: Richard Swan, Brigham Young University
The study of engagement in computer games can inform the design of engaging learning experiences in general. The concept of feed ‘forward from systems theory, and as applied in artificial intelligence, psychology, and physiology’provides a robust framework to understand engagement in computer games. This session will demonstrate how computer games function to sustain mental, emotional, and physiological feedforward responses in players and how these principles can apply to game-based learning and instructional design.
Innovative Assessment and Evaluation

Time: 10:30 AM - 11:30 AM
Location: Wilson
Facilitator: Shu-Hsien Chen

23-WI

.a Learner Support in a Partnership-Based Online Testing System
Presented by: Haijun Kang, Jackson State University; Julie Laubach, Penn State University
Contributor(s): Juan Xia, Penn State University

The Pennsylvania State University’s World Campus, partnered with a testing company Kryterion, Inc., utilized a secure testing tool Webassessor™ in online courses. Two pilots indicated learner support collaboratively provided by both parties of the partnership is the key factor bridging the gap between the ideal value and the practical value of this technology for educational use. This study discusses lessons learnt from the project.

.b Peer Assessment in a Large-Enrollment Hybrid Course: An empirical analysis of scores and practical considerations for implementation
Presented by: Darrel Davis, Miami University

This presentation is an empirical look at peer assessment in a large-enrollment online course. Students in the study reviewed papers written by peers. The reviews occurred under differing experimental conditions, namely the presence of feedback and the presence of a grade incentive. The data analysis focused on peer and instructor scores under the different conditions. There is also a discussion of the practical considerations when implementing peer assessment in the online environment.

Transforming Learning and Instruction

Time: 10:30 AM - 11:30 AM
Location: Wilkinson
Facilitator: Kathryn L. Ley, U Houston Clear Lake

23-WN

.a Transforming Instruction: Increasing the presence of SOTL Principles in an Undergraduate Course Redesign
Presented by: Scott Warren, University of North Texas; Chris Bigenho, University of North Texas
Contributor(s): Anjum Najmi, University of North Texas; Mohammed Alajmi, University of North Texas

This proposal reviews a qualitative research study focused on the instructors who taught a course that was redesigned to increase the presence of Chickering and Gamson’s Seven Principles for Good Practice in Undergraduate Education. The results focus on both the tensions and successes of such an approach from the instructors’ point of view.

.b Constructivist Instructional Design: A Tale of Two Theories
Presented by: Marie-Pierre Huguet, Rensselaer Polytechnic Institute
Contributor(s): Frank X. Wright, RPI; Caelynn Prylo, RPI

The integration of web-based technology is causing us to reconsider processes and methods of designing instruction. This paper reports on a phenomenological case study that followed a four-year collaboration between an instructor and an instructional designer. It describes the ontological shift that ensued, and its implications to the field of instructional design.

23-WT

.a Conducting a Cultural Audit: Service Learning for the Dominican Republic
Time: 10:30 AM - 11:30 AM
Location: Walnut
Facilitator: Ross Perkins, Boise State University
Presented by: Nick Eastmond, Utah State University; Gisela Martiz, Utah State University; Rafael Gutierrez, Utah State University
Contributor(s): Kevin Shandley, Utah State University

An ongoing problem for cross-cultural exchanges is assessing the cultural differences in the new culture. This paper describes the process of conducting a cultural audit for a series of short courses for faculty members in the Dominican Republic (DR) to be offered by American university professors. The cultural audit was carried out as a service learning project by students in a graduate level Performance Systems course and assisted by two citizens of the DR. The results have been used for planning purposes and, if funded, will guide course developers in this project.

.b Team Knowledge Sharing Intervention Effects on Team Shared Mental Models and Team Performance in an Undergraduate Meteorology Course
Presented by: Tristan Johnson, Florida State University
Contributor(s): Eric Sikorski, Florida State University

This session will present a study that applied an intervention based on the shared mental model framework to enhance student team mental model similarity and ultimately performance in an undergraduate course. Consistent with the literature, results reveal generally greater team mental model similarity and team performance for the treatment group as compared to the control group. Interventions like the one used in this study could realistically be adopted for use in academic settings.
Technology Integration

**Time:** 10:30 AM - 11:30 AM  
**Location:** Willow  
**Facilitator:** Xiaoxue Wang, Georgia State University

**23-WW**

*a* Design, Rationale, and Lessons Learned from a Robotics and Educaching Experience for Children, Grade 1-5  
**Presented by:** Douglas Williams, University of Louisiana; Yuxin Ma, University of Louisiana  
**Contributor(s):** Louise Prejean, University of Louisiana  
This presentation will share the design, rationale, and lessons learned from a six-hour educational robotics and educaching (i.e. educational geocaching) experience for children in grades 1-5. The experience begins with children viewing a cinematic in which they assume the role of aspiring archeologists exploring a Mayan tomb. The children program robots to overcome challenges and apply math, science, and knowledge of Mayan culture to unlock the secrets of the tomb and locate hidden caches.

*b* Effectiveness of Cell Phone Usage in China’s EFL Classroom  
**Presented by:** Guoqiang Cui, The University of Southern Mississippi; Shuyan Wang, The University of Southern Mississippi  
Among all the mobile devices, cell phone is the most popular tool and is becoming a necessity to people in their daily lives. Recently, educational utilization of cell phone is greatly discussed and proven to be an effective tool in many fields of education. However, there is less evidence on how effective it is in EFL education. Authors will apply what they discovered in their previous study to the practice and adopt cell phone in EFL teaching and learning at Yantai University in China to discover its effectiveness in foreign language teaching. Results will be later reported at the conference.

Innovative Assessment and Evaluation

**Time:** 1:00 PM - 2:00 PM  
**Location:** Brown  
**Facilitator:** Michelle Rogers

**25-BN**

*a* Validation of Factors Affecting Nontraditional Students’ Academic Performance  
**Presented by:** Seung Won Yoon, Western Illinois University; Young Ju Joo, Ewha Womans University  
The purpose of this study is to develop and validate a scale, with which an institution can longitudinally examine factors affecting nontraditional students’ academic performance (e.g., persistence and dropout). For this, two validated instruments from corporate e-learning settings (Joo, Park, Shim, & Kim, 2008; Joo, Kim, & Kim, 2008) have been modified after an integrative literature review of learner dropout in school settings. For analysis, item reliability and EFA will be performed with approximately 250 participants. CFA will be conducted in the fall for construct validation. Findings from this design and implications for making administrative decisions will be shared at the conference.

*b* Successful Desk-side Training: A P.R.I.M.E.R. for designing effective synchronous online professional development for faculty  
**Presented by:** Peter Leong, University of Hawaii-Manoa; Ariana Eichelberger, University of Hawaii-Manoa  
Online professional development allows faculty to keep abreast with evolving technology developments in times of tightening budgets and hectic schedules. The University of Hawaii has been offering synchronous online webinars utilizing a voice-over-IP web conferencing tool, which enables faculty to participate in workshop sessions from any location with an Internet connection. Data collected from
these sessions has resulted in a collection of lessons learned (PRIMER) for designing effective synchronous online professional development for faculty.

.c The Changing Nature of Online Communities of Inquiry: An Analysis of How Discourse and Time Shapes Students’ Perceptions of Presence

Time: 1:00 PM - 2:00 PM
Location: Brown
Presented by: Patrick Lowenthal, University of Colorado Denver; Alison Lowenthal, Regis University
Contributor(s): John White, University of North Florida

Meaningful learning takes place in a Community of Inquiry (COI) made of teachers and students, through the interaction of three core elements: cognitive presence, social presence, and teaching presence. During the past few years, researchers have turned from just studying each element separately to studying the three elements simultaneously. However, despite this increased interest in studying communities of inquiry, researchers to date have not investigated how communities of inquiry change in accelerated programs or how communities of inquiry differ across different discourse communities. The purpose of this study was to investigate how student’s perceptions of each of the elements of the COI framework differ across different discourse communities (specifically, business, education, computer science, and humanities) in an accelerated online programs.

Roundtable Sessions

Time: 1:00 PM - 2:00 PM
Location: Coe

25-CE  .a Preparing College Students for the Computer Software Application Proficiency Test

Presented by: Yu-ching Chen, Chinese Culture University

Wiki is believed to promote collaborative writing, providing open-editing, and encouraging multiple modalities to facilitate learning. However, there is very limited number of experimental research to support the effect of applying wikis on learning (Mattison, 2003). Moreover, the Computer Software Application Proficiency Test (CSAP Test) implemented by the Council of Labor Affairs in Taiwan has become one of the requirements of graduation for college students. This study is designed to investigate the effect of implementing cooperative learning in an Information Technology college course using wiki and to document the changes of students’ attitude toward learning and confidence of taking the CSAP Test.

.b Undergraduate Programs in Instructional Technology: Do They Work?

Presented by: Richard Thurman, Western Illinois University; Bruce Harris, Western Illinois University; Anthony Pina, Sullivan University System

This presentation discusses the authors’ experiences in designing and implementing an undergraduate degree program in Instructional Design and Technology (IDT). We discuss the challenges that such an undergraduate program faces -- what works, and what does not. In addition, we report the results of a recent survey of other institutions that have instituted similar undergraduate degrees. We discuss their reported successes and challenges, and we detail why many IDT programs have ceased to offer an undergraduate degree.

.c Online Collaboration and Cross-Cultural Connection Through Moodle: Inquiry into Undergraduate Filipino Students’ Educational Experiences with Technology

Presented by: ; Lessell (Marty) Bray, University of West Georgia

Contributor(s): Danilo M Baylen, University of West Georgia

This presentation will share and discuss the design and development of an educational experience for a group of undergraduate Filipino students who made cultural connections and engaged in online collaboration with American undergraduate students using Moodle. Online experience provided opportunities to communicate, consult, and collaborate in completing a shared task in a Moodle-supported virtual work space. Issues of planning...
for technology integration and relevant questions will be addressed.

.d Development of an Assessment to Measure Teachers Educational Technology Knowledge
Time: 1:00 PM - 2:00 PM
Location: Coe
Presented by: Andrew Barrett, Indiana University
The purpose of this study was to develop and field-test an educational technology multiple-choice assessment to determine its validity and reliability for use with teachers. Data was collected from 178 pre-service and graduate students with teaching lice.

.e Evaluation of an Online Training Program of a Government Agency in Thailand
Time: 1:00 PM - 2:00 PM
Location: Coe
Presented by: Doris U. Bolliger, University of Wyoming
Contributor(s): Supawan Supanakorn, University of Wyoming
With the increasing use of the Internet in Thailand, online training has become more important in the professional development of government employees. A large government agency developed an online training program that is delivered with the use of two different systems in order to provide training to its employees across the country. In this session, presenters will share evaluation results of the online training program with attendees.

.f From Instructional Technology to Organizational Improvement: Developing an Academic Program in an Environment of non-Mission Primacy and Budget Reduction
Time: 1:00 PM - 2:00 PM
Location: Coe
Presented by: Alan Januszewski, SUNY Potsdam; Anthony Betrus, SUNY Potsdam
This session presents a case study of the development of a ‘non K-12’ program within an academic department of Instructional Technology at a small college that emphasizes liberal arts and teacher education. The purpose of this session is to explain and provide an example of how non K-12 academic programs related to instructional technology can change focus and remain current with prevailing academic orthodoxy in ‘Performance’, while overcoming budgetary and institutional mission compliance issues. This presentation is intended for current and future faculty members in programs in instructional technology and performance improvement as well as for those professionals who practice in the area of performance improvement.

.g Raising the Bar: Providing Clinical Educators with Quality Web-based Training Resources
Time: 1:00 PM - 2:00 PM
Location: Coe
Presented by: Chalee Engelhard, University of Cincinnati; Kay Kyeongju Seo, University of Cincinnati
This session will focus on the importance of integrating clinical educators’ input in developing a web-based faculty development program for volunteer clinical faculty located throughout the U.S. that supervise physical therapy students. The results of a survey and focus groups will be presented as they served as the foundation for the design of this instrument that will be utilized to both improve clinical education of our students and be a valued resource to volunteer clinical faculty.

.h Cognitive Visualization as a Technology for Problem Solving: Perceptions Across Disciplines
Time: 1:00 PM - 2:00 PM
Location: Coe
Presented by: Amy Bradshaw, University of Oklahoma
Contributor(s): Yuejiao Zhang, University of Central Florida; Zhigang Li, University of Central Florida
This presentation explores the relationships between cognitive visualization and problem solving, and the usefulness of cognitive visualization as a specific approach to problem solving and the development of innovative and effective problem solving dispositions. It also discusses efforts toward developing data collection instruments to measure (1) learners’ perceptions of cognitive visualization abilities, and (2) beliefs of problem solving experts from a variety of disciplines regarding cognitive visualization and other individual attributes conducive to problem solving.

.i Scaffolds of Learning: Exploring Information Fluency’s Role in Higher Education
Time: 1:00 PM - 2:00 PM
Location: Coe
Presented by: Yuejiao Zhang, University of Central Florida; Zhigang Li, University of Central Florida
Recently, information fluency research and practices are receiving considerable attention in academic programs worldwide. Information fluency skills are scaffolds for acquiring knowledge in specific domains. The purpose of this presentation is to explore the importance of information fluency in university students’ academic achievements and professional success. It also aims to discuss how information fluency contributes to students’ lifelong learning, and to investigate what constitute the most important information fluency skills for college students.
Reflective Papers

Time: 1:00 PM - 2:00 PM
Location: Coe

25-CE
What is the Lived Experience of Designing and Teaching Multiple Delivery Methods -Live Meeting, Hybrid, Online, and Face To Face (f2f) within a Semester at a Technical College Setting?
Presented by: Li-chin (Crystal) Huang, University of Minnesota-Twin Cities

The author documented the experiential teaching in designing and implementing four delivery methods for her Sociology, Diversity, Developmental Psychology, and Contemporary American Society via Live Meeting, hybrid, online, and f2f started in the spring semester of 2009. The dynamics of coordinating and adjusting structures and functions of each learning environment among the author, students, the IT department, and the administration illustrates the challenges of instructional and non-instructional issues situated in a highly contextualized setting.
http://ci8395.blogspot.com

Enhancing User Participation in an Art Gallery Space through the Development of a User Generated Wiki
Time: 1:00 PM - 2:00 PM
Location: Coe
Presented by: Mike Montalto-Rook, Penn State University; Heather Hughes, Penn State University

This reflection paper session will involve the design processes and prototypes involved in the creation of a user generated wiki that serves to increase and enhance user participation in an art gallery space. All stages of the design process will be illustrated from design concept to usability tests.

Using the Power of Facebook as an Interactive Recruitment Tool
Time: 1:00 PM - 2:00 PM
Location: Coe
Presented by: Raquel Hansen, Western Illinois University; Luh Putu Mahadewi, Western Illinois University; Hoyet Hemphill, Western Illinois University; Leaunda Hemphill, Western Illinois University

Graduate students enrolled in a project management course designed and developed an undergraduate Facebook page for the department’s undergraduate program. The course project allowed students to go through a project management simulation from generating the RFP’s through completing the project for an actual ‘client’. The findings from this simulation will be discussed as well as, recommendations for establishing a social networking interactive site that serves as an recruitment tool for an organization.

An Exploration for Designing Context-Sensitive Learning Environment
Time: 1:00 PM - 2:00 PM
Location: Coe
Presented by:
Contributor(s): Sunghye Lee, Syracuse University

‘Context-aware computing’ automatically derives the users’ situation and needs, and then provides highly personalized information and service to users. It engenders considerable interest in its educational use by allowing instructional designer the potentials to design more context-sensitive learning environment by using users’ situational information. The purpose of this paper is to share context aware computing and its educational values, and explore the further direction for research in its effective use as a new media in learning and instruction.

Engagement Tools in Virtual Interactive Case-Study Environments
Time: 1:00 PM - 2:00 PM
Location: Coe
Presented by:
Contributor(s): Krista D. Glazewski, New Mexico State University; Jonathan Benson, New Mexico State University; David Rutledge, New Mexico State University; Dominic Simon, New Mexico State University

In an attempt to help learners meet expectations of emergency response scenarios, a design and development team created a virtual interactive system. The Emergency Management Interactive Training (EMIT) online simulation program draws from principles of case-based instruction and authentic problem solving. Through a variety of design elements (e. g. expert guidance, online collaboration, and film) learners are immersed in crisis simulation in order to understand complex processes involved in consequence management. Learners are prompted to take action and make explicit the reasoning behind their decisions.

Transforming Learning and Instruction through an Online Blogging and Voting Environment
Time: 1:00 PM - 2:00 PM
Location: Coe
Presented by: Mike Montalto-Rook, Penn State University

Using blogs in higher education is becoming commonplace. Many educators are using blogs to increase student interaction with their peers. However, is there a right way to design and implement an online blogging environment? This presentation introduces a blogging environment that allows students to comment and vote on their peers’ entries, thus enabling them to dictate the classroom discussion based on their votes. The environment is created using Pligg: an Open Source Content Sharing and Rating System.
The Role of Self-Efficacy in Online Learner Retention: From Research to Design and Back Again

Time: 1:00 PM - 2:00 PM
Location: Coe

Presented by: Robert Dunn, University of Central Florida

This paper will present findings of a mixed-mode research project focused on discovery of common sources of low self-efficacy, and their correlation to learner retention in a K-12 online learning environment. In addition, this session will document the process and findings of the research on retention as well as its application in design, development, implementation and evaluation of a course of instruction.

Return on Investment on an Instructional Design Intervention: Sharing a Success Story

Time: 1:00 PM - 2:00 PM
Location: Coe

Presented by: Khusro Kidwai, Pennsylvania State University
Contributor(s): Paul Howell, Pennsylvania State University; Raymond Defrain, Pennsylvania State University; Heidi van Middlesworth, Pennsylvania State University; Eric Spielvogel, Pennsylvania State University

In this reflection paper session we will describe an instructional design intervention that we undertook two years ago with an undergraduate level online course in materials science. The first four years that the course was offered witnessed lower than expected enrollment numbers (less than 40 students per semester) and feedback from students was mixed. In spring of 2007 a team of instructional designers and subject matter experts was put together to identify specific areas that could be addressed to improve students’ experience in the course. Since the instructional design intervention was initiated we have seen a dramatic increase in enrollments—about 50% every semester; in the current semester the enrollment being close to 250 students.

Designing for Digital Excellence, Entrepreneurship and Sustainability: a Pilot ICT Afterschool Program for Inner City Middle School Students

Time: 1:00 PM - 2:00 PM
Location: Coe

Presented by: Yin Wah Kreher, Syracuse University

Much money has been spent by the federal government on afterschool programs. Yet the impact of such programs is debatable. This paper describes a pilot program that incorporates ICT in the afterschool setting to engage and inspire disadvantaged middle school students who typically do not have the opportunity to learn such technologies. Key findings show that there is a need to work in close partnership with the community to design quality and sustainable afterschool programs.

Technology Integration

Time: 1:00 PM - 2:00 PM
Location: Dogwood
Facilitator: Hao Yang, State University of New York at Oswego

25-DD

a ‘Bag of Technology Tricks’: Strategies for Teaching Chinese

Presented by: Ronglei Chen,
Chinese Teachers need new technologies to connect to today’s students. Along with the introduction of new tools, they must be given the opportunity to explore how to effectively integrate a particular tool into their classroom teaching. The presentation will highlight six innovative technologies for effective Chinese language learning: 1) YouTube to enhance speaking and listening; 2) Wetpaint to improve writing and effective assessment; 3) Stroke-order to check Chinese character writing; 4) Audacity to promote listening comprehension; 5) Photo Story 3 to practice speaking and writing; and 6) Delicious to boost professional development.

b Collaborative Learning? A Way to Transform Learning and Instruction in Online Courses

Presented by: Hong Zhan, Embry-Riddle Aeronautical Univ

This presentation reports a study of collaborative learning in undergraduate online courses. Three classes containing a different degree of collaboration (no-collaboration, low-collaboration, and high-collaboration) were compared by observing scores in online tests, paper assignments, and online discussion. The study found that classes with collaborative activities had higher achievements. Based on this result and the perspectives obtained from interviews with the instructor and students, this study provides suggestions for online course design and instruction.

Roundtable Sessions

Time: 1:00 PM - 2:00 PM
Location: French (a)

25-FH

a What do Students Think about Their Learning in a Task-Centered, Peer-Interactive Biology Course?
Presented by: Gregory Francom, University of Georgia; Cindy Chen, Florida State University

What do students think about their learning in a class that is task-centered and peer-interactive? At Brigham Young University-Hawaii, a general education Biology course was redesigned to be task-centered and peer-interactive. A survey was administered to determine student’s perceptions of their learning experience. This session will briefly describe current structure of the course, present students’ perceptions of their class experience and discuss implications of the survey responses for task-centered, peer-interactive methods of instruction.

http://francom.us/greg/aect2.html
.b A Case for Stealth Educational Games  
**Time:** 1:00 PM - 2:00 PM  
**Location:** French (b)  
**Presented by:** Yolanda Debose Columbus, Texas A&M University; Lauren Cifuentes, Texas A&M University  
This concept proposal presents an interdisciplinary argument for stealth educational games. In a roundtable discussion, the presenter will argue that stealth educational games can increase middle school student’s interest in science and science self-efficacy. The argument is based on constructs from social cognitive career theory (SCCT), implicit learning research, and the distinct digital experience of today’s students. The proposal also addresses a common principle of instructional design and self-efficacy theory that challenges the argument.

.c How and why professors use wikis, blogs and podcasting  
**Time:** 1:00 PM - 2:00 PM  
**Location:** French (c)  
**Presented by:** Joanne Gikas, University of Memphis; Trey Martindale, University of Memphis  
**Contributor(s):** Dr. Kakali Bhattacharya, Texas A & M University - Corpus Christi  
Podcasting, wikis and blogs are becoming increasingly popular in teaching and learning in higher education. We conducted extensive interviews with five professors from three universities about the use of these tools, specifically focusing on 1) why they chose to use these tools in their courses, 2) how the tools were used in their teaching, and 3) what role the tools had on student achievement. We will discuss the results, common themes, and future directions.

.d Catapulting Student Learning: Integrating Technology with Bloom’s Taxonomy  
**Time:** 1:00 PM - 2:00 PM  
**Location:** French (d)  
**Presented by:** Emily Hixon, Purdue University Calumet  
**Contributor(s):** Janet Buckenmeyer, Purdue University Calumet; David Freitas, Indiana University South Bend  
Bloom’s taxonomy classifies student learning into six levels - from simple recall to increasingly more complex abstractions. While most instruction occurs at the lowest level, according to Bloom, moving students to higher levels is an essential educational goal. What role can technology play in catapulting students to higher and deeper levels of knowledge? We will present proven and practical instructional activities at each level of Bloom’s taxonomy.

.e Examining the Effects of Teaching Presence on Student Satisfaction in Fully Online Learning Environments  
**Time:** 1:00 PM - 2:00 PM  
**Location:** French (e)  
**Presented by:** Kim Hosler, University of Northern Colorado  
Teaching presence, when evident, has the potential to transform and enhance learning and instruction in an online environment. By integrating the elements of teaching presence into online courses, faculty has the opportunity to improve a student’s online learning experience. This study discusses the elements of teaching presence (instructional design and course organization, facilitated discourse, direct instruction) and examines their impact on student satisfaction. Additionally, practical suggestions for enhancing one’s teaching presence are offered.

.f Using Activity Theory to Guide E-Learning Initiatives  
**Time:** 1:00 PM - 2:00 PM  
**Location:** French (f)  
**Presented by:** Neal Shambaugh, West Virginia University  
Activity theory’s visual and conceptual representation of activity-in-context provided an analysis tool to help department faculty to meet the challenges of developing online programs. Analyzing different activity systems for students, faculty, and administrators revealed that E-Learning goals overlapped, but differences existed in terms of rules-norms, community, and roles. This roundtable will share results, distribute an activity system worksheet, and discuss its use to help you guide the development of your online programs.

.g Internship Experiences for K12 Technology Facilitators  
**Time:** 1:00 PM - 2:00 PM  
**Location:** French (g)  
**Presented by:** Carol A. Brown, East Carolina University  
Internship experiences are no less important for an online program than clinical experiences required in face-to-face degree programs. Prospective technology facilitators engaged in internship experiences can be strongly supported through online learning communities. Learning becomes interactive through small cluster groups engaged in peer mentoring. Learning communities provide feedback on the design of staff development and shared experiences in the day to day life of the technology facilitator.

.h Effects of Game-Based Learning Environments on Student Achievement and Computer Self-Efficacy in a Computer Course  
**Time:** 1:00 PM - 2:00 PM  
**Location:** French (h)  
**Presented by:** Hakan Tuzun, Hacettepe University; Ezgi Bayirtepe-Yagiz, Turkish Ministry of National Education  
Effects of computer games on achievement and computer self-efficacy of secondary school children were the focus of this study. A computer game was utilized by seventh grade students to learn about computer hardware in a computer course. The research design was quasi-experimental type that included a control group. Experimental group spent two weeks in the game-based environment while the control group spent the same amount of time while learning through a lecture-based environment.
25-FH

Tips for teaching Online Classes
Presented by: George Kontos, Bowling Green Community College of Western Kentucky University

The seven principles for good practice in undergraduate education, developed by Arthur Chickering and Zelda Gamson, will be reviewed. The use of technology, especially web-based online technology, to apply these principles in teaching and learning will be examined; an example of such an implementation in an online computer class will be given; and suggestions for successful online teaching will be discussed. Limitations of the study and suggestions for future implementations will be also discussed.

Time: 1:00 PM - 2:00 PM
Location: French (y)

Presented by: D Douglas Doblar, Indiana University

In 2001, the Indianapolis Metropolitan School District of Decatur Township (IMSDDT) began a systemic redesign process in order to better meet the needs of its students in the Information Age. Their process has been guided by the School System Transformation Protocol (SST), and IMSDDT has served as a long-term, researchable case that has informed improvements to the SST. I will present the findings of a formative research study in IMSDDT addressing one task of the SST.

Integrative and Interdisciplinary Approach to Designing an Educational Technology Graduate Program
Time: 1:00 PM - 2:00 PM
Location: French (r)

Presented by: Karen Kellison, James Madison University

Contributor(s): Michele Estes, James Madison University; Diane Wilcox, James Madison University

Educational Technology is an interdisciplinary and evolving field. This makes defining a program of studies whose focus is educational technology a challenge. How do we define it and where does it fit into the programs and practices of the university and other stakeholders? These questions prompted the formation of an interdisciplinary team - practitioners from educational technology, human resource development, and teacher education whose charge is to define a 21st century program of studies.

Do Teachers Enrolled in an Online Science Course Learn More when Participating in Discussion Boards?
Time: 1:00 PM - 2:00 PM
Location: French (w)

Presented by: Todd Kisicki, Arizona State University; Heidi Blair, Arizona State University; Lisa Giacumo, Arizona State University

Contributor(s): Renee Pilbeam, Arizona State University

Teachers in grades 4-6 participated in an online Science course offered through a southwestern U.S. state’s education portal. Teachers were randomly assigned to one of four groups to determine if participants learned more when using discussion boards in an online Science course. The online course was developed through a joint effort of the educator’s portal and one of the state’s water companies.

Does Narrated Animation Enhance Students Procedural Knowledge in an Engineering Design Course?
Time: 1:00 PM - 2:00 PM
Location: French (p)

Presented by: Julie Moustafa, Old Dominion University

Contributor(s): Moustafa Moustafa, Old Dominion University

Narrated, annotated animation was employed in an undergraduate Engineering course to create worked examples of stress analysis theories. The design principles applied to the animations are intended to reduce cognitive load, and increase transfer of problem solving skills to maximize learning outcomes. Narrated, annotated animations were created and deployed in an undergraduate engineering course. Data from the first phase of implementation and future research plans will be discussed.

Flexible Online Learning and Game-based Learning Environments: Do They Make a Happy Marriage?
Time: 1:00 PM - 2:00 PM
Location: French (x)

Presented by: Ana-Paula Correia, Iowa State University; Turkan Karakus, Middle East Technical University, Ankara, Turkey

Contributor(s): Kajal Shah, Iowa State University

This literature review and reflection paper explores the potential of online multi-user game-based environments to enhance e-learning experiences and suggests a possible marriage between online learning and gaming, where game-based environments could serve as delivery platforms. This proposal outlines the promises of flexible online learning and how game-based environments can help fulfill these promises. Examples of successful use of game-based learning environments in flexible online learning, concurrent challenges and suggestions for integration are discussed.
If We Build It, Will They Come: Designing a Cross-cultural E-learning 2.0 Environment

Time: 1:00 PM - 2:00 PM
Location: French (z)
Presented by: Sue-Jen Chen, U. of North Carolina Wilmington

Contributor(s): Chao-Li Hsu, Wenzao Ursuline College of Languages

Web 2.0 tools power up the potential for global knowledge sharing, construction, and distribution across diverse groups intersecting countries and cultures. When learning communities transcend nations, learners’ cultural perceptions and experiences must be taken into considerations when designing online learning environments for cross-cultural collaborative learning, as they influence learners’ online collaboration and communication behavior. The purpose of this paper is to present the design of an e-learning 2.0 environment for cross-cultural collaborative learning.

Intellectual Property Committee: The use of Open Content and Open Licensing in Education.

Presented by: Preston Parker, Utah State University

Contributor(s): Michele Parker, University of North Carolina Wilmington; Abdou Ndoye, University of North Carolina Wilmington

ePortfolios have moved to the forefront of teacher preparation programs across the United States. ePortfolios are intended to be student-centered devices; however, the rationale for teacher preparation programs to adopt ePortfolios largely represents the need for their organizational uses (e.g., accreditation). This paper examines approximately 200 preservice teachers’ perspectives who created an ePortfolio as part of their program of study using the Electronic Portfolio Student Perspective Instrument.

Enhancing Prospective Teachers’ Critical Reflection in the ePortfolio Environment

Presented by: Katrina Yan Liu, University of Wisconsin-Madison

Contributor(s): Michael Thomas, University of Wisconsin-Madison

This study examined the content and quality of student teachers online reflections in electronic ePortfolios. This study assessed their reflections highlighting the notion of critical reflection which addresses educational outcomes in terms of justice, equality, and freedom as well as the cognitive dimension of ‘critical’ which includes providing warrants for positions in a manner akin to what takes place in the ‘doing of science’.

Validating the Electronic Portfolio Student Perspective Instrument

Presented by: Albert Ritzhaupt, University of North Carolina - Wilmington

Contributor(s): Michele Parker, University of North Carolina Wilmington; Abdou Ndoye, University of North Carolina Wilmington

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A panel of experts will discuss education and current copyright issues in Web 2.0 including what can be done with iTunes and Flickr, MySpace fingerprinting, News Corp and Viacom partnership, Google lawsuits especially with YouTube, and open licensing. They will specifically discuss Web 2.0 topics including web publishing, who owns K-12 online content, educational use of commercial sites, Creative Commons materials, streaming video, (Discovery Education), web tools in online education (image, video, wikis and blogs), what students can (and can not) put online, putting content on iPods, iPod Shuffles, etc, and Web 2.0 issues including DMCA censorship issues on YouTube. A resource handout will be provided.
Is there any generational difference between Hispanic digital natives and digital immigrants? This quantitative investigation is intended to answer this question by studying five factors (in addition to demographics) within a state university setting: behavior pattern (pertaining to technology use), technology ability, learning preference, attitude toward technology use, and perception of instructional strategies. Preliminary results suggest that age be a factor only to how Hispanic learners perceive instructional strategies. Digital natives or ‘Net Gen’ (born after 1980) appears to favor an instruction that is more structured and more instructor-centered. Limitations and recommendations will be discussed.
.d  Michael: A Bilingual Pedagogical Agent Who Teaches Children Chinese Vocabulary  
**Time:** 1:00 PM - 2:00 PM  
**Location:** Jones (d)  
**Presented by:** Mengqiao Xu, Northern Illinois University; Lara Luetkehans, Northern Illinois University  
This study integrated a bilingual pedagogical agent into a computer-assisted instructional program that teaches young learners basic Chinese vocabulary. A combined method of think-aloud observation and focus group retrospective was used. The critical elements in designing and developing such pedagogical agents for young learners in computer-assisted interactive environments to promote language learning were explored. Guidelines, principles and implications for future production of pedagogical-agent-based learning environments for young learners were offered.

.e  Mobile Instructional Multimedia: Educational and Social Benefits for Bilingual Students and Parents  
**Time:** 1:00 PM - 2:00 PM  
**Location:** Jones (e)  
**Presented by:** Becky Sue Parton, Southeastern Louisiana University; Robert Hancock, Southeastern Louisiana University  
**Contributor(s):** Lisa Gro, Southeastern Louisiana University  
Radio Frequency Identification (RFID) technology can be used to tag real-world objects (i.e. a chair) so that young children can activate multimedia learning modules automatically. We will present results of a pilot study and demonstrate our mobile system (LAMBERT) consisting of trigger cards, a tablet PC, and custom software to launch flash-based presentations. Benefits explored include: language acquisition (i.e. American Sign Language), concept expansion (i.e. recliner chair), and increased interaction with caregivers in the home.

.f  Big Instructional Design With a Small Footprint  
**Time:** 1:00 PM - 2:00 PM  
**Location:** Jones (f)  
**Presented by:** Joey Weaver, University of Memphis; Carmen Weaver, University of Memphis  
Join us as we explore instructional design from a green perspective. During this highly interactive session, participants will learn about the social and cultural impact of the green movement on instructional design. We will also facilitate a discussion about defining the green movement as it relates to instructional design, incorporating green practices in industry and academia, and developing individualized goals for attendees to incorporate these practices.

.g  Exploring Young Children’s Use of Educational Multimedia Software  
**Time:** 1:00 PM - 2:00 PM  
**Location:** Jones (g)  
**Presented by:**  
**Contributor(s):** Youngju Lee, University of Virginia, Center for Advanced Study of Teaching and Learning; Jaeho Choi, University of Virginia  
An interpretive qualitative approach was employed to explore how pre-K children interact with educational software programs. The findings showed that children have a wide range of mouse manipulation skills and interface interpretation abilities. Their level of enjoyment was influenced by their skill levels and scaffolding from a knowledgeable adult or advanced peer. This research will greatly assist developers in designing better software and teachers in effectively using educational software programs with young children.

.h  Effects of Students’ Identity Salience on Their Attitudes toward Face-to-face Classroom Collaborative Learning Activities  
**Time:** 1:00 PM - 2:00 PM  
**Location:** Jones (h)  
**Presented by:** Feihong Wang, Virginia Polytechnic Institute and State University  
**Contributor(s):** John Burton, Virginia Polytechnic Institute and State University  
This study explored the effects of students’ identity salience on their attitudes toward face-to-face collaborative learning activities. Participants of this study were graduate students; however, the conclusion is also applicable to undergraduate and K-12 students. This study provides researchers with a new perspective to explore effectiveness in collaborative learning settings. This study also offers a new factor for instructors to consider when grouping students for collaborative learning activities, and cultivating student toward team work.

.i  Managing Cognitive Load while Teaching Human Locomotion to Novice Health Care Science Students using Task and Performance Incentives  
**Time:** 1:00 PM - 2:00 PM  
**Location:** Jones (i)  
**Presented by:** Fredrick Pociask, Wayne State University; Gary Morrison, Old Dominion University  
The purpose of this study was to compare the effectiveness of authentic instruction designed to reduce cognitive load while teaching human locomotion to novice health care science students. Two experiments manipulated elements of instruction that were expected to pose high levels of intrinsic cognitive load using task and performance incentives, respectively. MANOVA yielded significant results for four of four hypotheses in experiment one and three of four hypotheses in experiment two in the predicted directions.

.j  The Effects of Multimedia English E-book and Goal Orientations for Achievement in Elementary Schools  
**Time:** 1:00 PM - 2:00 PM  
**Location:** Jones (j)  
**Presented by:** WooRi Kim, Yonsei University  
**Contributor(s):** Sang-Chul Oh, Korea Institute for Curriculum and Evaluation  
The purpose of this study was to examine the effects of multimedia English e-book and elementary students’ goal orientations on English achievement. Two hundred fourteen sixth grade students were assigned into one of the three groups: learner-directed multimedia English e-book group,
instructor-directed multimedia English e-book group, and face-to-face group. Multimedia English e-book was effective for students who have learning goals and performance-avoidance goals in learning English. However, there were no significant differences between the learner-directed group and the instructor-directed group in using the multimedia English e-book in terms of goal orientations.

Do Video Vignettes Promote Better Online Discussion Participation Rates and Critical Thinking?
**Time:** 1:00 PM - 2:00 PM  
**Location:** Jones (k)  
**Presented by:** Nancy Maushak, Texas Tech University; Lucilia Green, Texas Tech University  
**Contributor(s):** Susan Veronikas, West Texas A&M

Previous research on improving online discussion participation rates and critical thinking skills has mainly focused on question types or the instructor’s role as facilitator. Studies have shown video to raise student engagement in a course. This study investigates the effects of question modalities (text, video, or dual) on response rates and critical thinking skills in online discussions with pre-service teachers. Differences between text only, video only, and dual modality conditions will be analyzed through word count, degree of answer completion, and level of higher-order thinking.

Are Your Students “Getting It”? Just Look At Their Mental Model - Insert Brain Probe, Or Use The Card Sort Assessment Technique (latter preferred).
**Time:** 1:00 PM - 2:00 PM  
**Location:** Jones (l)  
**Presented by:** Barry R. Hill, Lebanon Valley College

How do we know whether students are truly understanding course material or merely memorizing content? Analysis of students’ mental models is a powerful approach that goes beyond traditional assessment methods. Mental models represent how individuals organize content in meaningful ways, and analysis reveals inaccuracies and omissions that are crucial for deep understanding, thus informing improvements in course design. One easy and effective technique is the card sort, which will be demonstrated in this session.

Evaluation Framework For the Use of ICT in Education: CIPO Model
**Presented by:** Jinbao Zhang, Beijing Normal University

With the development of China’s ICT in education entered a new phase, the original analysis framework cannot properly play the guiding role. Based on problems analysis of the six elements’ model, this paper brings forward a new model based on the educational project evaluation model ? CIPP. The new model named CIPO consists four levels: Context Analysis, Input Analysis, Application Process Analysis, and Output Analysis. The content includes macro, medium and micro information on education informationization, and can bring new inspiration to all kinds of educators (policy makers, researchers, facilitators, practitioners, IT manufacturers, etc.)

A Formative Study on the Design Principles for Simulation in Case-Based Learning
**Presented by:** Cheolil Lim, Seoul National University; Eunkyoung Yeon, Seoul National University; Sunyoung Kim, Seoul National University  
**Contributor(s):** Youngtae Lee, Seoul National University

This study is to improve the design principles of procedural simulation in case-based learning. To achieve this goal, the design principles for procedural simulation were first identified from a literature review, later a simulation program for needs analysis case was developed and implemented. Interviews were conducted with nine graduate participants. The responses regarding the strengths, weaknesses, and improvements of the principles were analyzed, and additional design principles were found. This study suggests 25 design principles for a procedural simulation in case-based learning. [http://snu.dunet.co.kr](http://snu.dunet.co.kr)

Examining Student English Speaking Performance and Attitudes Using Role-Play vs. Sound Audio-Laboratory Practice Approaches in High School in Thailand
**Presented by:** Chatchada Akarasriworn, University of Northern Colorado

This study examined the effectiveness of the communicative English instructional practice approaches on the achievement and attitudes of Thai students regarding speaking skills. Twenty-nine 12th grade students in Thailand were divided into two groups: role-play and sound audio-laboratory. Participants' English speaking skills were assessed before and after participating activities. Findings show that the role-
play group scored higher in fluency while the sound audio-
laboratory group performed better in pronunciation. Both
groups had positive attitudes.

Designing and Assessing a Mathematics Learning Environment Aimed at Allowing Students Greater Control and Flexibility
Time: 1:00 PM - 2:00 PM
Location: Jones (r)
Presented by: Janet Zydney, University of Cincinnati; Paul W. Jones II, University of Cincinnati; Shelly Sheats Harkness, University of Cincinnati
Contributor(s): Lori Diehl, University of Cincinnati; Ted S. Hasselbring, Vanderbilt University

This session will present our findings on the roles of prior math achievement and social and cognitive factors in learners’ selection of problems within a hypermedia program. Twenty-eight high school students from a large urban, Midwestern city used a mathematics program for 3 days. Results indicated that prior math achievement did play a role in students’ selection of problems. These findings may help educators better understand how to provide more individualized learning experiences for students.

http://www.uc.edu/mathpursuits/

Collaborative Information Rating, Labeling and Filtering for Social Networking Learning
Time: 1:00 PM - 2:00 PM
Location: Jones (y)
Presented by: Yang Lin, University of Minnesota - Twin Cities

The study is to explore an information rating, labeling and filtering system (RLF) specially designed for social network learning, called collaborative RLF. First, review the history of RLF for learning and the findings provide foundation for us to design collaborative RLF. Second, compare social networking learning with traditional web learning so we understand how collaborative RLF should be different from previous RLF. Third, analyze the technologies available in social networking to implement collaborative RLF.

When Instructional Design Meets Entertainment: Designing Educational Games
Time: 1:00 PM - 2:00 PM
Location: Jones (v)
Presented by: Nilay Yildirim, Syracuse University

This design-based research will try to illuminate the issues around merging instructional design with entertainment design in the context of educational games. After synthesizing the recent literature to identify the existing theories and principals, an educational adventure game will be designed grounded on the identified synthesis results. Implications of this study will inform the theory and the practice of effective design of educational games as well as any design process of instruction with entertainment value.

Storytelling House That Tells: A Case Study of Execution in Taiwan
Time: 1:00 PM - 2:00 PM
Location: Jones (x)
Presented by: Kuo-Lin Chin, Dept. of Information Communication, Yuan Ze University; Chi-Wei Lee, Dept. of Information Communication, Yuan Ze University; Jalin K. Huang, Dept. of Digital Media Design, Yunlin University of Science & Technology; Cheng-Tse Wu, Dept. of Information Communication, Yuan Ze University; Shu-Ting Wu, Dept. of Information Communication, Yuan Ze University; Kuo-Pei Kao, Dept. of Information Communication, Yuan Ze University

Storytelling houses have convinced many parents in Taiwan that the way of playing is a good manner of education. The market could reflect the needs of the technology movements as well as the requirements of the children’s fondness. Based on the market growing up, we believe its ought to be further studied for the media effect ion especially in the learning settings. Business and education would not always conflict.

Technology Integration: The use of Computer Technology by Female Teachers working at Madinat Al-Kuwait Elementary school
Time: 1:00 PM - 2:00 PM
Location: Jones (w)
Presented by: Randa Abdelmagid, Virginia Tech

The research focuses on studying the use of computers by female teachers in Madinat Al-Kuwait, Kuwait. The study was carried out in 2 Public Elementary Girls schools. Open-ended interviews were carried out with 6 teachers, in addition a survey was provided to thirty teachers. Data was collected on the extent by which teachers use computers in the classrooms, the most used computer applications, as well as how software and hardware issues are handled by them.

GSN: The TechTrends Editors
Time: 1:00 PM - 2:00 PM
Location: Laffoon
Facilitator: Jesse Strycker, Indiana University
Presented by: Abbie Brown, East Carolina University; Sharon Smaldino, Northern Illinois University

It comes in the mail as a result of your AECT membership, but a lot of hard work goes into its production. Gradually increasing rejection rates have not hurt interest in publication submissions. Here is an opportunity to hear from and speak with the editors past and present of TechTrends.
Thursday, October 29

25-MC
The Handbook of Research on Educational Communications & Technology
Time: 1:00 PM - 2:00 PM
Location: McCreary
Presented by: Michael Spector, University of Georgia; M. David Merrill; MJ Bishop, Lehigh University
Contributor(s): Jan Elen
The Handbook of Research on Educational Communications & Technology

New Media Applications
Time: 1:00 PM - 2:00 PM
Location: Maple
Facilitator: Melissa Gibson, University of the Cumberlands

25-ME
.a Pecha Kucha for Better PowerPoint Presentations
Presented by: Marcus Childress, Emporia State University
Derived from the Japanese word for chit-chat, Pecha Kucha is a presentation format in which work can be quickly, easily, efficiently shared. This presentation examines the basic elements of Pecha Kucha and its potential to facilitate more creative, visually pleasing, and concise informational PowerPoint presentations. Using Pecha Kucha examples, this interactive and entertaining session will feature many examples of Pecha Kucha, giving attendees a useful overview of what makes a good Pecha Kucha presentation.

.b Interchangeable Parts, Scope, and Scale: A Vision of What Educational Software Needs to be and What It Might Look Like
Presented by: William Watson, Purdue University, College of Education
Contributor(s): Sunnie Watson, Ball State University
In order to enact truly learner-centered environments, technology is needed to manage the entire learning process of each individual learner, freeing teachers to facilitate learning rather than primarily provide instruction. Current educational software faces a great challenge in trying to meet the needs of such a system. This presentation discusses what educational software needs to be, the challenges that exist in meeting those needs, and offers a vision for how those challenges might be overcome.

25-MW
.a The Underlying Reasons of the Signaling Effect in Multimedia Learning? Evidence from Eye Movements
Presented by: Ismahan Arslan-Ari, Texas Tech University; Kursat Cagiltay, Middle East Technical University
Contributor(s): Erol Ozcelik, Atılım University
The goal of this study was to examine the effects of signaling on learning outcomes and to reveal the underlying reasons of this effect by using eye-movement measures. Forty undergraduate students studied either signaled or nonsignaled multimedia materials. The results suggested that the signaled group outperformed the nonsignaled group on matching and transfer tests. Eye-movement data showed that signaling directed attention of participants to relevant information and reduced unnecessary visual search to find relevant information.

.b Collaborative User-Centered Design Process for a Statewide Virtual Library
Presented by: Lauren Fancher, Board of Regents, University System of Georgia
GALILEO, Georgia’s Virtual Library, conducts user-centered design processes by leveraging community expertise in collaborative needs assessment, requirements-gathering, and evaluation methods, including usability testing. Iterative development offers many opportunities to apply appropriate, distinct methods at key stages. Learn more about the process and outcomes of a recent design effort that resulted in four different user interfaces tailored to the needs of each GALILEO community: higher education, K12 high school, K12 middle school, and public library.

25-NN
Design and Development Membership Meeting
Time: 1:00 PM - 2:00 PM
Location: Nunn
Presented by: Design and Development Division, AECT
New, interested, and existing D&D members are asked to join us for the 2009 D&D Membership meeting. Learn about the Division, and give your input on Division ideas for the upcoming year. Some critical topics of discussion for this year’s meeting are D&D’s new communication initiatives and defining new roles for incoming D&D Board Members.
Linking Design and Learning

Time: 1:00 PM - 2:00 PM
Location: Poppal
Facilitator: Bruce Gabritas, University of Georgia

25-PR
.a The Effects of Part-Task Sequencing Techniques in an English E-learning Program on Skill Acquisition and Cognitive Load
Presented by: Hyunsong Kim, University of Georgia; Minkyung Shin, Hanyang University; Haesong Kim, Hanyang University
Contributor(s): Dongseok Kim, Hanyang University; Minyoung Shin, Hanyang University; Eunhye Kim, Hanyang University.

The purpose of this study was to examine the effects of part-task sequencing techniques on acquisition of English expression and cognitive load. Fifty-four students were randomly assigned to one of two conditions; the forward chaining with snowballing condition (Snowballing) and the simple forward chaining condition (No-Snowballing). Results indicated that the Snowballing group performed better than the No-Snowballing group on a skill acquisition test and the snowballing technique reduced extrinsic cognitive load.

.b Development of Collaborative Script Prototype to Support the Conceptual Change from Misconception to Scientific Concept
Presented by: Jungeun Oh, Hanyang University; Jinhwa Yoo, Hanyang University; Eunwha Chon, Hanyang University
Contributor(s): Aline Click, Northern Illinois University; A. Melynda Fitt, Utah State University; Brett Shelton, Utah State University

The purpose of this study is to develop a collaborative scripts prototype for supporting the conceptual change from misconception to scientific concept. Science learning is focused on learning content so they insist that conceptual change of learner is important. (Ausubel, 1968, Novak, 1988). So our study is suggested a collaborative scripts based on conceptual change model (Hashweh, 1986). There are five Design Principles (DPs) and Implementation Principles (IPs) are suggested and they are embodied a collaborative script prototype.

Integrating Game-based Learning in P-12 education

Time: 1:00 PM - 2:00 PM
Location: Segell
Facilitator: Randy Hollandsworth, Piedmont College

25-SL
.a Exploring the Potential of Using Computer Games in Primary and Secondary Education
Presented by: Hui-Yin Hsu, New York Institute of Technology; Shiang-Kwei Wang, New York Institute of Technology
Contributor(s): Aline Click, Northern Illinois University; Gulfidan Can, Middle East Technical University

To strengthen educators’ rigorous examination of the educational values of gaming, this presentation first explains the relationship between information-communication technologies and games from the literacy perspective, and then establishes a framework which teachers can explore how the improvement of learners’ gaming literacies can affect learners’ cognitive, affective, and psychomotor domains. The audience for this presentation includes teachers and teacher educators who would like clarification regarding gaming literacies and their positive effects on teaching and learning.

.b Educational Games in the P-12 Environment
Presented by: Bude Su, CSU Monterey Bay; Amelia Weigant, CSUMB; Teresa Sundholm, CSUMB; Cassidy Bennett, CSUMB
Contributor(s): Cathi Draper Rodriguez, CSUMB

The purpose of this research is to determine the effect of learning games on the literacy of preschool children in terms of learning outcomes, level of engagement and satisfaction. The presenters will discuss the preliminary findings of this research as well as the practical implications of using learning games with young learners. Additionally, the presenters will discuss the teacher satisfaction with this intervention. The last purpose of this presentation is to discuss future research opportunities as well as recommendations for future research.

Transforming Learning and Instruction

Time: 1:00 PM - 2:00 PM
Location: Stopher
Facilitator: Aline Click, Northern Illinois University

25-SR
.a Expert versus Novice Tutors: Impacts on Students Outcomes in Problem Based Learning
Presented by: Heather Leary, Utah State University
Contributor(s): Andrew Walker, Utah State University; Melynda Fitt, Utah State University; Brett Shelton, Utah State University

Problem based learning (PBL) is well known for the large amount of literature in Medical Education (Savery & Duffy, 1995). An essential part of PBL is the role of the tutor. With inconsistencies in the definition of an effective tutor, a systematic review of the literature in all disciplines is necessary. Meta-analysis (Cooper & Hedges, 1994) was used to investigate both content expertise and facilitator training of PBL tutors as moderators of student learning outcomes.

.b A Model for Doctoral Students’ Perceptions and Attitudes toward Written Feedback for Academic Writing
Presented by: Gulfidan Can, Middle East Technical University

This study provided an eight-factor explanatory model to describe the relationships between social science doctoral students’ perceptions and attitudes toward different characteristics of written feedback and written feedback providers for their academic writing, students’ revision
decisions, and other relevant factors in their written feedback practices. The investigation used a mixed methods approach involving 276 participants from two large mountain west public universities. Structural Equation Modeling (SEM) was used for the analysis of the data.

.b Do We Know How Learners Use Our Instructional Strategies’
Presented by: ; Kyu Yon Lim, Ewha Womans University
Contributor(s): Hyeon Woo Lee, Pennsylvania State University

We design instructional interventions and expect learners to interact with the interventions. However, do we know how the learners actually interact with the instructional interventions’ Thus, this paper demonstrates how to gather and analyze evidence of learners’ interaction. This paper presents a rubric assessing the quality of learner’s overt use of learning strategies and an application of generalizability theory to verify the reliability. Also, the assessment results using the rubric are presented.

Online Learning
Time: 1:00 PM - 2:00 PM
Location: Stanley
Facilitator: Kristi Leonard, University of Georgia

25-SY
.a Investigation of Motivational Beliefs and Use of Learning Strategies in an Online Course with Respect to Gender
Presented by: erman yukselturk, Middle East Technical University
Contributor(s): safure bulut, Middle East Technical University

This study analyzed gender differences in an online course with respect to motivational beliefs and use of learning strategies. Sample of the study consisted of 145 participants from an online course which is based on synchronous and asynchronous communication methods over the Internet. Motivated Strategies for Learning Questionnaire was used to assess students’ motivation beliefs and use of learning strategies. Multivariate analysis of variance were used to analyze the data. The results showed that there was no statistically significant mean difference among variables with respect to gender.

.b Teaching with Web 2.0 Technologies: Benefits, Barriers and Best Practices
Presented by: ; Kevin Williams, Texas A&M University - Texarkana; Bosede Aworuwa, Texas A&M University - Texarkana
Contributor(s): Yun-Jo An, Texas A&M University - Texarkana; Glenda Ballard, Texas A&M University - Texarkana

The purpose of this study was to explore best practices in teaching with Web 2.0 technologies as well as the benefits and barriers associated with the use of Web 2.0. Participants in this study were 11 university instructors who had experience with teaching with Web 2.0 technologies. A Web-based survey was used to collect data for this study. The survey results provided insightful guidelines and tips for using Web 2.0 technologies in teaching.

Leading Systemic Change
Time: 1:00 PM - 2:00 PM
Location: Taylor
Facilitator: Tonya Amankwatia, DeSales University

25-TR
.a Paradigms, Mental Models, and Mindsets: Barriers to Creating and Sustaining Innovation in School Systems
Presented by: Francis M. Duffy, Professor of Change Leadership in Education

The terms paradigms, mental models, and mindsets are often used as synonyms. They are not. Failure to understand the differences between these phenomena hinders efforts to introduce innovative ideas into school systems. In this presentation, Frank Duffy will define those three phenomena, identify how they are interrelated, and offer advice on how to create and sustain systemic change by helping educators identify and examine their profession’s controlling paradigm and their related mental models and mindsets.

.b Leadership and Systemic Educational Change
Presented by: Anthony Chow, Assistant Professor
Contributor(s): Mark Whitlock, Central Educational Center

Systemic change requires leadership that establishes a clear vision which galvanizes and challenges others to establish concrete and measurable goals that are mutually acceptable yet elegantly effective. What kind of leadership is necessary to create the conditions for this to happen? Our study follows the continuing story of the Central Educational Center, a school founded on systems principles which is being replicated statewide, as told by the founding CEO and CEOs of the replication sites.
http://www.uncg.edu/~aschow/leadershipandsystemicchange.doc

Innovative Research Methods
Time: 1:00 PM - 2:00 PM
Location: Wilson
Facilitator: Dennis Charsky, Ithaca College

25-WI
.a Systematic Approach to Literature Analysis for Modeling Human Training and Performance
Presented by: Elena Novak, FSU; Tristan Johnson, FSU
Contributor(s): Eric Sikorski, FSU; JeongMin Lee, FSU

We report on a systematic approach to literature analysis for modeling the impact of various training strategies on task performance in the IMPRINT modeling system. A literature
analysis was conducted to gather empirical studies in the area of technical training and task performance over the last 25 years. The literature analysis included literature search, selection, evaluation, and synthesis of the collected articles for a consequent meta-analysis. Likewise, we will propose recommendations for conducting similar literature analyses.

Determining the Reliability of Team Shared Mental Models: Using Written Language and Concept Map Individual Modeling Techniques

Presented by: Tristan Johnson, Florida State University; Dirk Ifenthaler, Albert-Ludwigs-University of Freiburg; Pablo Pirnay-Dummer, Albert-Ludwigs-University of Freiburg; Anne Mendenhall, Florida State University

Contributor(s): Selcuk Karaman, Ataturk University

Measuring and assessing mental models of individuals and teams requires the capturing and analysis of key latent variables. This paper presents and compares two different research methods (ACSMM, T-MITOCAR) that capture and create a conceptual representation of individual and team mental models. These methods use qualitative and quantitative techniques to investigate a single comparison of different groups or individuals’ mental models with another group’s mental model or to investigate the comparison of a group or individuals’ mental model with themselves at a later time.

Technology Integration

Time: 1:00 PM - 2:00 PM
Location: Wilkinson
Facilitator: Susie Gronseth, Indiana University

How Accomplished Elementary Teachers Use Technology: A National Study

Presented by: Tiffany Roman, Indiana University; Thomas Brush, Indiana University

Contributor(s): Anne Leftwich, Indiana University

In order for teachers to use technology, it becomes important to establish the link between specific technology applications and subject areas/curriculum (Zhao & Cziko, 2001). This study investigates a sample of accomplished technology-using elementary teachers within the United States through the use of a national survey. Accomplished technology teachers were selected according to reported comfort levels with technology and the example given by participants as to how technology is used in their classroom to support student learning. Findings are interpreted for professional development recommendations.

Learning Management System Integration

Time: 1:00 PM - 2:00 PM
Location: Walnut

25-WT

Examining the Role of Network Ties in Supporting Knowledge Management

Presented by: Jennifer Maddrell, Old Dominion University

This session surveys sociology literature to consider theory and research on social networks with the goal of examining how knowledge-based networks function. Network analysis research, including findings surrounding Granovetter’s network ties theory, provide insight into how social networks are structured and the implications for innovation, diffusion, economic outcomes, and collective action. This session offers a synthesis of network analysis theory and research which provides support for knowledge-based networks as conduits for knowledge generation and management.

Distance Education

Time: 1:00 PM - 2:00 PM
Location: Willow
Facilitator: Shuyan Wang, University of Southern Miss

25-WW

.a  US-Taiwan Cross-culturally Online Collaboration for Learning: The Perspective from Taiwanese College Students


The purpose of this presentation is to share an innovatively online learning experience between US and Taiwanese college students. By using facebook and other Web 2.0 applications, students from US and Taiwan became learning partners and formed groups to work together on their assignments. In this presentation, the challenges encountered and the ways to improve the cross-culturally online collaboration will be shared. Additionally, a recommended procedure to implement cross-culturally online collaboration is also proposed.

.b  Bridging Two Continents in a Virtual World: Integrate Second Life into an EFL Program

Presented by: David Stone, Southern Polytechnic State University

Contributor(s): Xiaoxue Wang, Georgia State University; Hongbo Song, Yantai University, Yantai, Shandong, P.R. China; Yongqian Liu; Qiaoqiao Yan, Yantain University, Yantai, Shandong, P.R. China

Faculty members of an American university and a Chinese university worked together using Second Life to create an authentic English learning experience for the Chinese students of English as Foreign Language (EFL). The presentation shares with the audience the project background and problems
they encountered, solutions used, and what they have learned in this collaborative project. Based on the relevant literature and the formative project evaluation, the presentation will finally offer some design considerations for integrating Second Life into an EFL program.

26-GA
Cyberlearning: Advancing Innovations in Education

Presented by: Daphne Rainey, National Science Foundation

The development of cyber-capabilities and networking has changed the face of our society. The National Science Foundation (NSF) is the federal agency in the USA charged with advancing basic science and engineering research and education. The Foundation has a complementary mandate to ensure that American students are adequately prepared with the mathematical science and engineering skills needed to operate in a complex, technology-intensive society. Building a national and international cyber-learning infrastructure is considered critical to educating and advancing our society by making optimal use of fundamental knowledge, discoveries, and resources that will inspire, inform, and educate people of all ages. Her presentation will explore some of the new concepts and opportunities in cyber-learning and examine the NSF’s efforts to cyber-bridge teaching and learning with cutting-edge IT capabilities.

Design and Development Showcase

Time: 3:00 PM - 5:00 PM
Location: Wetherby Hall

26-WH
Design and Development Showcase

Presented by:
Contributor(s): Ikseon Choi, University of Georgia; Yi-Chun Hong, University of Georgia

Prospective and practicing educators, instructional designers and training specialists seek examples of innovative training and educational programs to enhance their ability to design effective learning experiences and develop different types of instructional materials and environments. The Design and Development Division is inviting practitioners as well as faculty and students to showcase innovative training and educational programs that are grounded in theory and research to share their work with all conference participants.

a SHOWCASE: LIT E-Learning Portal: Innovative Learning and Communication Technologies in Support of Patient Self-Care

Presented by: Scott Schaffer, Purdue University
Contributor(s): Lisette Reyes-Paulino, Purdue University; Hannah Kim, Purdue University

Despite the availability of vast amounts of health information on the web, online support for patient self-care, especially related to chronic diseases, is lacking. The Health Informatics & Learning Technologies group at Purdue University in partnership with HealthCall, a health information and communication technologies provider, designed and developed a portal targeted to improve self-care and critical health outcomes of chronic care patients. This online support environment was grounded in a cognitive, constructivist, and behavioral framework. A rapid prototyping approach was implemented to guide and document the design, production and formative evaluation of the E-Learning portal.

b SHOWCASE: Using Web 2.0 Applications to Engage Students in International Experiences

Presented by: Peg Ertmer, Purdue University; Tim Newby, Purdue University; Wei Liu, Purdue University
Contributor(s): Ji Hyun Yu, Purdue University; Annette Tomory, Purdue University

In an attempt to increase students’ information and communication technology (ICT) skills, as well as promote collaboration across cultures, a collaborative wiki development project was implemented. As part of an introductory technology course, students (n=244) worked collaboratively with their classmates as well as with individuals from various countries to create a shared wikibook that explored Web 2.0 technologies. We report on the efficacy of using this approach to engage students in international collaborations, including the impact on students’ motivation and confidence, as well as changes in their perceptions of cultural and technological competency.

http://wiki.itap.purdue.edu/display/INSITE/INSITE+Main

http://creativitysystem.ltspaces.com/

http://wiki.itap.purdue.edu/display/INSITE/INSITE+Main

http://creativitysystem.ltspaces.com/
d  SHOWCASE: Exploring Curiosity Creek? - A theme-based afterschool program
Time: 2:15 PM - 3:15 PM
Location: Wetherby Hall
Presented by: Tiffany A. Koszalka, Syracuse University; John Gonzalez, Syracuse University
Contributor(s): Marilyn P Arnone, Syracuse university
The Exploring Curiosity Creek (CC) computer club was designed to help underserved children develop science knowledge, technology proficiencies, information literacy, 21st Century dispositions for learning, process thinking skills, confidence, and community service orientation. Middle schoolers develop instructional design and video production competencies while learning and serving others in their community. The supporting website and resources provide tools and context in which the learning paradigm is shifted. Instead of being taught about content and technology, we take advantage of students’ interests in technologies and the environment to support them in creating technology-based products that teach others about what they themselves are learning.
http://curiositycreek.org/page/view/61

e  SHOWCASE: Training Perceptual-Cognitive Components of Complex Psychomotor Performance
Time: 2:15 PM - 3:15 PM
Location: Wetherby Hall
Presented by: Peter Fadde, Southern Illinois University
Research reveals that expert advantage in many reactive sports skills lies in perceptual-cognitive components (recognition) more than in physical attributes or technical skills. The training approach showcased uses video-simulation on a laptop computer to train the perceptual-cognitive skill of pitch recognition in the sport of softball, in isolation from the psychomotor components of batting. The de-coupled ‘psycho’ skills are then re-coupled with ‘motor’ skills to produce improved full-skill performance. Targeted perceptual-cognitive training provides an avenue for developing expertise in a way that is inexpensive and portable. The implications are profound for simulation training in medicine, law enforcement, military, and transportation.

Joint University Reception
Time: 4:00 PM - 6:00 PM
Location: Wetherby Hall

28-WH
Joint University Reception
Take this opportunity to connect with colleagues, learn about institutional programs, and meet faculty and students at this annual event.

Participating Universities included:
- Arizona State University, Host: Dr. Wilhelmina C. Savenye
- Florida State University, Host: Dr. Allan Jeong
- Indiana University, Host: Dr. Elizabeth Boling
- Morehead State University, Host: Dr. Chris Miller
- Northern Illinois University, Host: Dr. Lara Luethkenhans
- Nova Southeastern University, Host: Dr. Michael Simonson
- Pennsylvania State University, Host: Dr. Alison Carr-Chellman
- The University of Georgia, Host: Dr. Lloyd Reiber
- Virginia Tech, Host: Dr. Barbara Locke
- Wayne State University, Host: Dr. Monica Tracey
- University of Memphis, Trey Martindale

29-SS
SICET Board of Directors
Time: 6:00 PM - 8:00 PM
Location: SICET Suite
Presented by: SICET Board,
SICET Board of Directors Meeting

29-CC
International Division Dinner
Time: 6:00 PM - 9:30 PM
Location: Combs Chandler
Presented by: International Dinner, AECT Division
Join your friends and international colleagues at this annual event. This is a great opportunity to network with AECT’s International Division members and friends. Doors open at 6:00 PM, as does the “silent bidding” phase of the annual eCT Foundation/ICEM Benefit Auction. Dinner begins at 6:30 PM. A ticket is required. Even those without a ticket are welcome to attend the auction, which will begin around 7:30 PM.

27-WW
SICET General Session
Time: 3:30 PM - 4:30 PM
Location: Willow
Presented by: Shuyan Wang, University of Southern Miss
Reports progress for the year, etc. President will present the awards to presenters.
Don’t miss these and other new titles.
Visit the Springer booth…

…during the AECT Convention and acquaint yourself with these important publications. Also visit online at springer.com or ask your librarian for more information.

Educational Media and Technology Yearbook

Volume 34, 2009
Michael Orey, V.J. McClendon, Robert Branch (Eds.)
► Only yearbook in the field of Instructional Technology
► Established publication with a 33 year history
► Official publication of the AECT

2009. XV, 548 p., Hardcover

International Handbook of Information Technology in Primary and Secondary Education

Joke Voogt, Gerald Knezek (Eds.)
► Examines the potential of IT to improve K-12 education as well as how the implementation of IT in K-12 educational practice can be supported
► Provides researchers, policy makers and practitioners with an integrated overview of the field

2009. XLII, 1225 p. (In 2 volumes, not available separately), Hardcover

Now Published at Springer

Journal of Computing in Higher Education

Research & Integration of Instructional Technology
Editor-in-Chief: Gary R. Morrison
► Discusses all aspects of integrating technology with teaching and learning
► Free online sample copy available
► Covers policies, issues, problems and research associated with instructional technology and digital learning
30-CS
Teacher Education / School Media & Technology
Breakfast
Time: 7:30 AM - 9:00 AM
Location: Clements
Presented by: Teacher Ed. School Media & Tech, AECT Divisions

Transforming Learning and Instruction
Time: 8:00 AM - 9:00 AM
Location: Dogwood
Facilitator: Tiffany A. Koszalka, Syracuse University

31-NN
A Conceptual Framework for the Application of Interactive or Immersive Environments
Presented by: Yu-Chun Kuo, Utah State University; Yu-Tung Kuo, National Taiwan Normal University
Contributor(s): Andy Walker, Utah State University
The purpose of this paper is to establish a conceptual framework including four components: “problem learning context,” “Available affordances,” “Feedback,” and “Assessment.” Problem-based learning is assumed to fit in the interactive or immersive environments due to its features of enhancing student engagement in a learning task. Technology tools provided with a complete guidance are preferred. Appropriate feedback and assessment are also needed to increase student engagement in learning.

30-NN
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31-DD
Universal Access or Simple Accommodation? Fully Accessible Courses are within Your Reach
Presented by: Brian Beatty, San Francisco State University
Are your face to face, hybrid, and online courses accessible to all your students? What about to all of your potential students? Do you allow unintended barriers to persist, even when effective solutions are within your reach? This presentation presents one approach to creating fully accessible courses which meet the legal requirements of the Americans with Disabilities Act (ADA) and support a shift in education from a culture of simple accommodation to a culture of universal access.

31-FS
A Mentoring-based Approach to Online Course Development: Quality Does Matter
Presented by: Emily Hixon, Purdue University Calumet
Contributor(s): Janet Buckenmeyer, Purdue University Calumet; Casimir Barczyk, Purdue University Calumet; Lori Feldman, Purdue University Calumet
Institutions of higher education are recognizing the need to ensure that online courses offered by the institution meet certain quality criteria. This presentation will provide an overview of a mentoring-based approach to online course development and discuss how the Quality Matters rubric is being used to ensure courses meet specific benchmarks. The findings from a survey examining the experience in the program will also be reported.

31-CE
Professional Ethics Committee
Time: 8:00 AM - 9:00 AM
Location: Coe
Presented by: Vicki Napper,
Transforming Learning and Instruction
Time: 8:00 AM - 9:00 AM
Location: Holly
Facilitator: YI YANG, Franklin University

**31-HY**
Planning an Online Master’s Degree Program in Instructional Design and Technology
Presented by: Bruce Harris, Western Illinois University; Anthony Pina, Sullivan University System; Richard Thurman, Western Illinois University

Recent online degree programs have made the process of obtaining a degree in Instructional Design and Technology (IDT) much easier for students. At the same time, however, planning an online degree program introduces many new challenges and issues for the university. This presentation will discuss a) characteristics of several online degree programs available in IDT, b) specific factors to consider when planning an online degree program, and c) lessons learned from the authors’ experiences.

**31-LN**
Graduate Student Assembly
Time: 8:00 AM - 9:00 AM
Location: Laffoon
Presented by: Jesse Strycker, Indiana University

GSA Meeting

**Technology Use Policy for K-12 Educators**
Time: 8:00 AM - 9:00 AM
Location: Maple

**31-ME**
Predicting K-12 Teacher Support of a Technology Acceptable Use Policy: An Application of the Theory of Planned Behavior
Presented by: Tara Holmes, Jefferson County Public Schools; Carolyn Rude-Parkins, University of Louisville

Teachers’ acceptance of policies for ethical and legal use of computer technologies was studied. Azjen’s (1988) Theory of Planned Behavior (TPB) states that intention to perform a behavior can be reliably predicted with knowledge of an individual’s attitude, perceived subjective norms, and perceived behavioral control. An instrument was developed to predict K-12 teacher support for a technology AUP. The results informed stakeholders as to strengths and weaknesses of the AUP in a K-12 setting.

**31-MW**
Intellectual Property Committee
Time: 8:00 AM - 9:00 AM
Location: Morrow
Presented by: Rosemary S. Talab, Contributor(s): Preston Parker, Utah State University

**31-NN**
D&D Award Winner Presentations
Time: 8:45 AM - 10:15 AM
Location: Nunn
Presented by: Design and Development Division, AECT

Congratulations to the 2009 D&D Award Winners and see them present the work that won them their awards. Winners from the Outstanding Journal Article Award (Patricia A. Young, Ph.D.), the Outstanding Instructional Design Practice Award (William Kealy, Ph.D.), and the Robert M. Gagne Award for Graduate Student research in Instructional Design (TBN) will give short presentations in this shared session.

**31-PR**
Definitions and Terms Committee #2
Time: 8:00 AM - 9:00 AM
Location: Poplar
Presented by: Definitions and Terms Committee, AECT

**Transforming Learning and Instruction**
Time: 8:00 AM - 9:30 AM
Location: Stopher
Facilitator: MJ Bishop, Lehigh University

**31-SR**
Trends and Issues in Instructional Design and Technology: What Shall Be Taught and How Shall We Teach It?
Presented by: Robert Reiser, Florida State University; Gary J. Anglin, University of Kentucky; Gregory Clinton, University of Georgia; James Klein, Arizona State University; Brent Wilson, University of Colorado at Denver
Contributor(s): Brian Nelson, Arizona State University

During this symposium, professors from six leading programs in the field will describe how recent innovative practices in such areas as social networking, e-learning, serious gaming, informal learning, the learning sciences and virtual worlds have affected the Trends and Issues course they teach. The panelists will discuss how these innovative practices have affected their course in terms of the topics covered and the instructional strategies and learning resources that are employed.
31-SY
Publications Committee
Time: 8:00 AM - 9:00 AM
Location: Stanley
Presented by: Rhonda Robinson, Northern Illinois University

Innovative Assessment and Evaluation
Time: 8:00 AM - 9:00 AM
Location: Wilson
Facilitator: Kathryn L. Ley, U Houston Clear Lake

31-WI
Faculty Satisfaction in the Online Environment: An Institutional Study
Presented by: Oksana Wasilik, University of Wyoming; Doris U. Bolliger, University of Wyoming

In this session the presenters will discuss the results of their study of online faculty satisfaction at a western U.S. research university. Presenters will discuss the overall level of online faculty satisfaction at the institution, major concerns and motivating factors associated with online faculty satisfaction, and the differences between satisfied and unsatisfied online instructors based on a set of variables characterizing faculty satisfaction.

31-WN
ect Foundation Board of Trustees
Time: 8:00 AM - 9:00 AM
Location: Wilkinson
Presented by: ect Foundation, Board of Trustees

31-WT
.a Case Study of Cross-sector, Cross-border Teams Navigating the Instructional Design Process
Presented by: Roxanne Russell, Georgia State University
Contributor(s): Charles Xiaoxue Wang, Georgia State University

A private company based in India has contracted with a consortium of three US state universities, a community college and one of NASA's Space Centers to train up to fifty employees to build applications that produce 3D graphical representations for fully immersive virtual environments. The purpose of this case study is to describe the process of instructional design in this program. Specifically, this study seeks to highlight the distinct features and challenges of cross-sector, cross-border training for innovation initiatives.

.b Exemplary Use of Technology in K-12 Education in Saudi Arabia: Dar Al-Fikr Private School
Presented by: Abdulrahman Kamal, Kansas State University

Exemplary use of educational technology at Dar Al-Fikr private school in Jeddah will be shared. Barriers to improving the use of technology in K-12 education and implementation of educational technologies in Saudi Arabia will be explained. This presentation will provide a basis for understanding the many changes that are taking place in Education in Saudi Arabia. A PPT of Dal Al-Fikr and handouts will be provided. http://www.fikr.sch.sa/

Featured Research
Time: 9:15 AM - 10:15 AM
Location: Beckham
Facilitator: Thomas Brush, Indiana University

32-BM
.a Fine-tuning Educational Video: The Effect of Ethnic Concordance and Emotional Content in Educational Multimedia Video Presentations on HIV Prevention Knowledge and Behavior
Presented by: Ian Aronson,

As video is increasingly used in education, examinations of what makes a video effective become ever more important. Existing research reveals fundamental disagreements as to whether people in videos should match the ethnicity of the viewer, and further disagreement as to whether positive or negative emotional messages better facilitate learning. This study explores both questions in an authentic context, using a computer-based video learning environment to educate emergency department patients about HIV testing and prevention.

.b A Mixed Methods Approach to Develop a Content Analysis Model for Assessing Students’ Cognitive Learning in Asynchronous Online Discussions
Presented by: Dazhi Yang, Purdue University; James Lehman, Purdue University
Contributor(s): Jennifer Richardson, Purdue University; Brian French, Washington State University

This proposal reports the development of a content analysis model for assessing students’ cognitive learning revealed in asynchronous online discussions. The study adopted a fully mixed methods design, in which qualitative and quantitative methods were employed sequentially for data analysis and interpretation. During the qualitative process, a grounded theory approach was adopted to construct the model. Then, Chi-square tests and confirmative factor analysis were performed to test if the new model fits a new sample of data.
Perceptions of Diversity
Visual Literacy and Film: Hollywood’s Impact on Perceptions of Diversity
Presented by: Ana Donaldson, University of Northern Iowa; Shu-hsiang Chen, University of Northern Iowa; Darnell Cole-Taylor, University of Northern Iowa
Contributor(s): Derek Sallis, University of Northern Iowa
This research study reports the findings of a visual literacy class activity at a Midwestern university that incorporates the viewing of African-American related films over the course of the semester. The researchers believe that how we look at the world based on the ethnic images presented by popular film has an impact on how we interact with diversity issues. The research results will be shared that answers the question if critical viewing of Hollywood film is an effective approach to discussing issues related to diversity and resulting in a positive outcome.

Social Networking and Distributed Media
Online and Web-enhanced student perceptions on Virtual Classroom features and Characteristics
Presented by: Florence Martin, University of North Carolina - Wilmington; Beth Allred, University of North Carolina Wilmington
Contributor(s): Michele Parker, University of North Carolina Wilmington
Virtual classrooms allow instructors and students to interact in real time. Fifty seven undergraduates enrolled in 4 sections of an instructional technology course completed a questionnaire on their experiences in the virtual classrooms. This study examines (1) the features of the virtual classroom that students found beneficial and (2) whether or not student’s perceptions on course interaction, synchronous capability, usefulness and ease of use, and sense of community differ based on course delivery.

Transforming Learning and Instruction
Time: 9:15 AM - 10:15 AM
Location: Brown
Facilitator: Peggy Lumpkin, Georgia State University
32-BN
Visual Literacy and Film: Hollywood’s Impact on Perceptions of Diversity
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Roundtable Sessions
Time: 9:15 AM - 10:15 AM
Location: Coe
32-CE
Online and Web-enhanced student perceptions on Virtual Classroom features and Characteristics
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Social Networking and Distributed Media
Tweeting the Night Away: Enhancing Social Presence with Twitter
Presented by: Joanna C. Dunlap, University of Colorado Denver; Patrick Lowenthal, University of Colorado Denver
To be truly effective, online learning must provide space and opportunities for students and faculty to engage in the social process of learning. Although learning management systems offer tools that support social connection, the scope, structure, and functionality of those tools can stymie just-in-time interactions. In this presentation, we will describe our use of Twitter, a Web 2.0, microblogging tool to enhance social presence in online courses by providing a mechanism for just-in-time social interactions.

OpenCourseWare and Personal Learning Environments Trump the Learning Management System
Presented by: Trey Martindale, University of Memphis; David Wiley, Brigham Young University
Learning management systems (LMS), while useful, are limited. Typical LMS use by instructors results in closed, inauthentic, depersonalized, and decontextualized learning environments. Two emerging instruments – OpenCourseWare (OCW) and personal learning environments (PLE), have the potential to supersede typical LMS course structures. In this session we will contend that they should and eventually will do just that.
http://teachable.org/presentations

32-BT
Online and Web-enhanced student perceptions on Virtual Classroom features and Characteristics
Presented by: Florence Martin, University of North Carolina - Wilmington; Beth Allred, University of North Carolina Wilmington
Contributor(s): Michele Parker, University of North Carolina Wilmington
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32-CE
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Supporting Multicultural Education with WebQuest Inquiry Projects: A Focus on Korea’s Newly Emerging Multicultural Society.

Time: 9:15 AM - 10:15 AM
Location: Coe

Presented by: Sunnie Watson, Ball State University

This roundtable discussion seeks to argue for and build a knowledge base for supporting South Korean teachers and the Midwest University’s pre-service teachers who are committed to helping students grow as open minded and active members of a diverse multicultural society. This Web-based program packet is being developed to support participatory multicultural education in South Korea. A study will be conducted to understand the nature of the participants’ experiences with the project and its role in facilitating a discussion about the issues like tolerance, diversity, and social justice. The project will be a powerful illustration of how technology-based multicultural education tools can be better designed and utilized to meet the tolerance, if not appreciation, required due to the rapidly changing demographics in today’s schools.

Developing and Implementing an Online Departmental Advising Area

Time: 9:15 AM - 10:15 AM
Location: Coe

Presented by: Leaunda Hemphill, Western Illinois University; Hoyet Hemphill, Western Illinois University

Contributor(s): Candice Biswell, Western Illinois University

Using the ADDIE instructional design model, an online graduate advising area was developed to provide support and resources to students at a distance and students who worked full time. The area was developed to encourage frequent interaction between the graduate students and the graduate advisor, and to encourage a community of learners among the students. Results of the project and suggested guidelines for creating online advising areas will be discussed.

Faculty members from research universities and online institutions are participating this mixed-method study. Phase I is collecting both quantitative and qualitative data by asking participants questions with an online survey. Phase II is collecting qualitative data by interviewing voluntary faculty members from Phase I.

On Measuring Attrition: An Examination U.S. Virtual School Trial Period and Course Completion Policies

Time: 9:15 AM - 10:15 AM
Location: Coe

Presented by: Abigail Hawkins Gonzales, Brigham Young University; Michael Barbour, Wayne State University

This study examined variations in virtual school course enrollment trial periods and course completion policies two policies that impact the comparability of school attrition statistics. Researchers contacted 169 U.S. virtual schools. Over 80% of respondents had trial periods. Trial period lengths and course completion definitions varied significantly and are discussed. Researchers recommend adopting multiple measures for calculating student attrition to enable meaningful comparisons among virtual and brick and mortar schools.

Division on Systemic Change Membership Meeting

Time: 9:15 AM - 10:15 AM
Location: Carroll-Ford

Presented by: Systemic Change Division, AECT

The Division on Systemic Change membership meeting will welcome all members of the division to our membership meeting. Of particular interest this year we will be awarding our first ever Divisional awards!

Presidential Session

Time: 9:15 AM - 10:15 AM
Location: Cochran

Transforming Learning and Instruction Through Educational Technology: Preparing Future Professionals

Presented by: Rhonda Robinson, Northern Illinois University; Monica Tracey, Wayne State University; Kelly Unger, Wayne State University

Contributor(s): Matt Kneller, Aurora University

Learning and instruction in educational technology are in a constant state of change and growth. As the field continues to transform, it is necessary to address this fluctuation through serious and sustained efforts to dynamically interweave research, practice, and theory development. As a result, a revised perspective within many institutions’ curriculum is
required. Using the most recent definition of Educational Technology as a compass, a panel of faculty and doctoral students will collectively share the specific curriculum outlines and instructional strategies they implement in an effort to prepare future professionals. The panel will discuss their efforts to prepare future researchers and professionals in the context of educational technology curriculum.

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**32-CS**

School Media & Technology Membership Meeting  
**Time:** 9:15 AM - 10:15 AM  
**Location:** Clements  
**Presented by:** School Media & Technology Division, AECT

School Media & Technology Membership Meeting  
This year at the SMT Membership Meeting you will see our new website that our Communications Officer Marty Bray has been developing for us. We need you to come meet the SMT Board and tell us what the Division can do for you and how YOU are going to be involved. The SMT Board has plenty of ideas of how to rejuvenate our Division but we need your help. Stop by the SMT table at the Welcoming Session on Wednesday evening and say hello. Sign up for the joint SMT/TED breakfast on Friday, October 30 and stay for the Membership Meeting that will be held in the same room immediately after the Breakfast. We even plan to have door prizes! Come see the NEW SMT Division!

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**Presidential Session**  
**Time:** 9:15 AM - 10:15 AM  
**Location:** Dogwood

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**32-DD**  
**The International Student Media Festival**  
**Presented by:** Otto Benavides, California State University, Fresno

The International Student Media Festival celebrates outstanding classroom media projects. Students and teachers from kindergarten through college are honored in a three-day event that includes workshops, screenings of winning entries, and an awards ceremony. It has now grown to be one of the oldest and largest events of its kind, and is closely affiliated with AECT. The purpose of this Presidential session is to share what ISMF is all about and to showcase a few outstanding ISMF projects.

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**32-FS**  
**FERPA: It’s History and Application to Educational Technology**  
**Time:** 9:15 AM - 10:15 AM  
**Location:** Fields  
**Presented by:** Jean Callary, Northern Illinois University

The History and Archives Committee presents a study by Jean Callary on the history of FERPA. The Family Educational Rights and Privacy Act (FERPA, or the Buckley Amendment) of 1974 affirmed a right to privacy of academic records. Document analysis reveals concurrent development of FERPA and educational technology as they resolved technology-related invasions of personal privacy in the nation’s schools. ET practitioners are encouraged to monitor the legislative process, especially federal actions which, through design or neglect, may threaten learners’ civil rights.

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**32-GA**  
**Teacher Education Member Meeting**  
**Time:** 9:15 AM - 10:15 AM  
**Location:** Grand Ballroom A  
**Presented by:** Teacher Education Division, AECT  
**Contributor(s):** Laurie Dias, Georgia State University

This meeting will be an interactive discussion between members of the Teacher Education Division.

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**32-HY**  
**Dean and Sybil McClusky Research Award**  
**Time:** 9:15 AM - 10:15 AM  
**Location:** Holly  
**Presented by:** Ioan Gelu Ionas, University of Missouri-Columbia  
**Contributor(s):** Khitam Azaiza, Nova Southeastern University  
**Facilitator:** Jared Danielson, Iowa State - Dept. of Veterinary Pathology

This year we are honoring two outstanding doctoral research proposals in educational technology. The award winners included Ioan Gelu Ionas and Khitam Azaiza. During this session both winners will present their work and the Research and Theory Division Officers will provide information about the award for students who plan to apply in the future.

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**32-LN**  
**International Division Membership Meeting**  
**Time:** 9:15 AM - 10:15 AM  
**Location:** Laffoon  
**Presented by:** International Division, AECT

Both those who are members, or those who want to learn more about the division, are invited to join us for our annual membership meeting. We are always looking for those who are willing to contribute to the International Division. We encourage participation from people of all nations, and graduate students are more than welcome to attend.
Learning Management System Integration

**Time:** 9:15 AM - 10:15 AM  
**Location:** Maple

32-ME
Practices & Pitfalls of Angel Integration into a Professional Doctoral Program  
**Presented by:** Anthony Pina, Sullivan University System  
**Contributor(s):** Hieu Tran, Sullivan University System; Larry Bohn, Sullivan University System

In order to integrate a Learning Management System (LMS) for maximum learning and instructional benefit, it is imperative that administrators, instructors and support staff be able to utilize best practices to evaluate, select, set up, administer, support and instruct with an LMS. In this presentation, educators with experience as teachers, instructional designers and administrators of different learning management systems share the practices and pitfalls of implementing the Angel LMS into a Doctor of Pharmacy program.  
www.sullivan.edu/pharmacy

Integrative, Indisciplinary Approaches

**Time:** 9:15 AM - 10:15 AM  
**Location:** Morrow  
**Facilitator:** Nancye McCrary, Univ. of Kentucky

32-MW
.a Designing an Online Disaster Awareness and Preparedness Course: Trials and Tribulations  
**Presented by:** Jennifer Myers, Florida State University; Anne Mendenhall, Florida State University; Tristan Johnson, Florida State University; Michael Spector, University of Georgia

This presentation will focus on the design and development of a college-level course that is being created to develop awareness with regard to catastrophic high-consequence events among future leaders. Specifically, it focuses on challenges faced during the planning of the course, the evolution of the design process, implementation challenges faced in creating an online course that can also support face-to-face instruction, and demonstration of the course prototype. The team is comprised of professionals from multiple universities with varied backgrounds relating to disaster awareness and preparedness and instructional design.

.b Using General Systems Theory to Improve Rapid Prototyping  
**Presented by:** Michael Thompson, BYU

Rapid prototyping can be enhanced through general systems theory by evaluating the different feedback loops both in and out of the organization. This is done by coupling the design process with an iterative evaluation process and by looking at the different relationships that exist in the organization including their communication patterns, and connection with users outside of the organization. These principles are connected to the findings of a case study.

Teacher Formation with Technology Integration

**Time:** 9:15 AM - 10:15 AM  
**Location:** Poplar

32-PR
.a Transforming Preservice Education: New Teachers for Digital Age Learners  
**Presented by:** Mary Herring, University of Northern Iowa  
**Contributor(s):** Sharon Smaldino, Northern Illinois University; Nadene Davison, University of Northern Iowa

This presentation will examine new directions in preservice instruction and technology literacy. It will be guided by the Partnership for the 21st Century skills dealing with information, media, and ICT literacy and research demonstrating the impact of a new generation of learners who are developing social and technical skills through digital media.

.b The Impact of Case Based Learning Activities on Preservice Teacher Technology Integration Planning  
**Presented by:** Lucilia Green, Texas Tech University; Ismahan Arslan-Ari, Texas Tech University; Fatih Ari, Texas Tech University  
**Contributor(s):** Fethi Inan, Texas Tech University

Case based reasoning (CBR) is the theoretical basis for activities that have been found to improve analysis ability and teaching practice. Teacher education programs now focus on developing teacher candidates' technological-pedagogical-content knowledge (TPACK). CBR activities and the teacher work samples they engender may help to develop TPACK through vicarious teaching experiences. This study will explore the impact of CBR activities on preservice teacher technology integration planning. Data will be collected during the Spring 2009 semester at a large university in the Southwestern area of the United States.

New Media Applications

**Time:** 9:15 AM - 10:15 AM  
**Location:** Stopher

32-SR
.b Design and Development of a Case-based Learning Module in a Multi-user Virtual Environment  
**Presented by:** William Watson, Purdue University, College of Education; Christopher Mong, Purdue University

This presentation describes the design and development of a case-based module created in Second Life. The module was
created to be used as part of a graduate-level distance course on learning theory and to serve as an example of instruction designed based on constructivist theory. This presentation will review how theory informed the design of this virtual environment, what design and development challenges emerged, and overview the module and its intended use.

**Integrative, Indisciplinary Approaches**

**Time:** 9:15 AM - 10:15 AM  
**Location:** Stanley  
**Facilitator:** Michelle Hudiburg, 32-SY

**a** A Study of Motivation Enhancement and Emotion Control Treatments in a College Mathematics Course  
**Presented by:** ChanMin Kim, University of Georgia; Charles Hodges, Virginia Tech

This study was conducted to investigate the effects of motivation enhancement and emotion control treatments on students’ motivation, academic emotions, and achievement in a mathematics course. The treatments were designed and developed using principles from Keller’s (1987) ARCS model and Kuhl’s (1987) action control theory. Participants were 47 students enrolled in a college algebra and trigonometry course. The design and development of the treatment materials as well as findings are discussed.

**b** Toward a Model-Based Instructional Design Framework for Teaching Dynamic Mathematics Using Interactive Technologies  
**Presented by:** Lingguo Bu, Southern Illinois University Carbondale; Michael Spector, University of Georgia  
**Contributor(s):** Markus Hohenwarter, Florida State University

We present a model-based instructional design framework for dynamic mathematics in technology-enhanced learning environments. By integrating Freudenthal’s didactical phenomenology and the principles of Model-Facilitated Learning (Milrad, Spector, & Davidsen, 2003), we argue that the proposed framework is particularly informative for lesson design in mathematics education that seeks to develop deep mathematical understanding through modeling and the use of dynamic multiple representations. We illustrate its implementation with examples and discuss our research findings.

**c** An Odd Assortment of People: Benefits of Working and Learning Across Multiple Disciplines  
**Presented by:** Linda Haynes, University of West Georgia  
**Contributor(s):** Brenda Litchfield, University of South Alabama; John Dempsey, University of South Alabama; Monica Hunter, University of South Alabama; Vaughn Millner, University of South Alabama

This presentation includes a discussion of how university researchers and instructors were recruited from multiple disciplines in order to implement an integrative and interdisciplinary learning environment for high school students. The high school students learned several science and technology topics related to hurricanes and produced a multimedia documentary of personal experiences with Hurricane Katrina. A discussion of the results and benefits to all participants is also included.

**Simulated Learning Environments**

**Time:** 9:15 AM - 10:15 AM  
**Location:** Wilson  
**Facilitator:** Peter Fadde, Southern Illinois University

**32-SY**

**a** Design and Development of a Model to Validate Educational Driving Simulators: A Truck Simulator Case  
**Presented by:** Kursat Cagiltay, Middle East Technical University  
**Contributor(s):** Hatice Sancar, Mersin University; Veysi Isler, Middle East Technical University

This study aims to develop a validation model for driving simulators. Moreover, the developed validation model was used to validate a truck simulator designed for economic fuel consumption and safety driving training. Seventy-three truck drivers participated to the study. The tools were a questionnaire, an interview form and an observation form. Additionally, the drivers’ fuel consumption amounts that they got before and after the training were compared. The results showed that most of the drivers found the truck simulator similar to the real truck and easy to drive. However, most of them had difficulty in the use of steering wheel. Also, there is a significant difference between the fuel consumption scores of the drivers before and after the trainings.

**b** Hitting the MARC: Mentoring and Resource Centers for Knowledge, Skill, and Affective Development.  
**Presented by:** SaraJoy Pond, Brigham Young University; Larry Seawright, Brigham Young University

The Research and Evaluation Mentoring and Resource Center (RE/MARC) is a rich interactive learning environment that presents novice practitioners with relevant real-world tasks and allows them to compare their performance to that of recognized experts. This session will explore the technology, its impact on the knowledge, skills and attitudes of learners in a pilot study, the strengths and challenges of the mentored problem-based learning approach, and its potential application to other instructional domains.
32-WT

.a Individual Innovativeness and Distance Teaching
Presented by: Cengiz Hakan Aydin, Anadolu University
Contributor(s): Irem Erdem-Aydin, Anadolu University
Success in online or blended teacher training courses heavily relies on the trainers’ characteristics. Considering this point of view, this paper intends to reveal the results of an ongoing multi-faced study in which interactions between teacher trainers’ individual innovativeness and their self efficacy for distance learning and teaching was investigated. The researchers aim (hope) to come up to profile of successful online facilitator. So, the presentation might be beneficial for those who are interested in online mentoring, facilitation and teaching.

.b Benefits and Drawbacks of Using Laptops: A Case Study in South Korea
Presented by: Jung Won Hur,
Contributor(s): Jaekyeon Oh, Buwon Middle School
The purpose of this presentation is to discuss findings of a study focusing on students’ experiences using laptops for everyday learning. In order to investigate methods to appropriately incorporate laptops into teaching, this study examined experiences of ten 10th grade students who participated in a ubiquitous learning laptop project in South Korea from 2005-2007. Data were collected from a variety of documents and interviews with ten students. Benefits and drawbacks of using laptops are discussed.

33-GA
On Developmental Dimensions of the Instructional Design Knowledge Base
Time: 10:30 AM - 11:30 AM
Location: Grand Ballroom A
Presented by: Andrei Podolskij, Moscow State University
According to Andrei, there is a simple and obvious condition for any psychological knowledge to be accepted and used by practitioners – both teachers (trainers, instructors) and instructional designers. This condition is that a practitioner should be able to do significantly more, both in explanation and in practice with such knowledge than would be possible on the basis of common sense or practical experience alone. Podolskij will distinguish two different aspects: (a) the developmental dimension which requires planning and designing, along with determining the short- and the long-term developmental consequences and the extent to which learning/teaching processes influence the student’s cognitive, personal, moral, social, and emotional development, and (b) developmental changes that can also be viewed as a direct and immediate aim of the learning/teaching processes. His presentation describes two types of developmental dimensions of the instructional design and instructional technology and also considers main paths to apply those dimensions in the instructional designer’s and teacher/trainer/instructor’s work.

34-BT
Minorities in Media Luncheon
Time: 11:45 AM - 1:00 PM
Location: Breathitt
Presented by: Minorities in Media, AECT Affiliate
The Minorities in Media Luncheon is a time for sharing, interacting and networking with MIM members. All interested persons are encouraged to attend. Ticket Required.

34-MW
Standards Committee
Time: 11:45 AM - 12:45 PM
Location: Morrow
Presented by: Standards Committee, University of Wyoming

34-NN
Distance Learning Luncheon
Time: 11:45 AM - 1:00 PM
Location: Clements
Presented by: Distance Learning Luncheon, AECT Division
The Distance Learning Division annual luncheon is a time for all division members to meet over lunch and discuss current issues in the field of distance learning. Ticket Required.

34-PS
Past President’s Reception
Time: 11:45 AM - 12:30 PM
Location: Presidential Suite
Presented by: AECT President

Innovative Assessment and Evaluation
Time: 1:00 PM - 2:00 PM
Location: Beckham
Facilitator: Nancy Hastings, University of West Florida

35-BM
.a Significance and Importance for Instructional Designers to Integrate Kirkpatrick’s Evaluation Model into a Training Strategy
Presented by: Karen Kaminski, Colorado State University
Contributor(s): Dan Schuch, PacifiCorp
This session is designed for instructional designers working in business and industry and will investigate the benefits of integrating Kirkpatrick’s training evaluation model with an instructional design one. Kirkpatrick’s model is
widely used and is considered the standard for measuring training effectiveness. Three components are included in the presentation: 1) a brief synopsis of the model; 2) integration of Kirkpatrick’s model with instructional design models; 3) recommendations, implications, and success stories.

.b  Evaluating Performance Improvement Services in a Healthcare Setting
Presented by: Scott Schaffer, Purdue University
Over the past twenty years, healthcare organizations have increased efforts to improve performance and knowledge sharing. This presentation describes an evaluation project designed to examine the quality of performance improvement and knowledge development systems within a large hospital services organization. Four types of data were collected to address evaluation questions within a knowledge development framework. This framework, its impact on evaluation design, and the challenges of conducting this type of evaluation will be discussed.

TPCK
Time: 1:00 PM - 2:00 PM
Location: Brown
Facilitator: Anne Ottenbreit-Leftwich, Indiana University

35-BN
.a  Considerations for the Design of TPCK Professional Development: An Analysis of Teacher’s Perceptions about Technology Integration
Presented by: Jennifer Banas, American College of Education
This presentation shares results from a qualitative analysis of 225 essays written by teachers taking a technological pedagogical content knowledge (TPCK) course. Findings indicate many teachers, who thought they were adequately integrating technology into the instruction, came to realize they were not. Of those not integrating technology, many came to realize they could. A supportive case will be made for TPCK professional development and the need to address the psychological aspects as well as concepts and skills.

.b  Developing Effective Online Courses
Presented by: Eileen Gallagher, American Intercontinental University OnLine
This session will discuss the variety of elements and skills needed in the development of an effective online course at every level. Assessment and measurement techniques will be covered as well as multiple ways to utilize technology to allow for use of higher order thinking skills in the online environment. Effective ways to develop and encourage interaction in a remote environment will also be highlighted.

Roundtable Sessions
Time: 1:00 PM - 2:00 PM
Location: Coe

35-CE
.a  Development of the Educational Innovation Incubator
Presented by: Odin Jurkowski, University of Central Missouri
Contributor(s): Shantia Kerr, University of Central Missouri
The Educational Innovation Incubator is both a classroom and a lab at the University of Central Missouri. This newly enacted endeavor is a place for faculty and students to combine the scholarship of teaching and learning into their courses by experimenting with the latest technologies in education. This presentation describes the process that was used for this development and what current form has taken shape.

.b  Students’ Attitudes Toward The Use Of A Social Networking Site In The Educational Setting
Presented by: Oksana Wasilik, University of Wyoming
Contributor(s): Supawan Supanakorn, University of Wyoming
Considering the popularity of social networking websites among the youth, the websites have potential for educational uses. This study investigated students’ attitudes toward the use of Facebook in a formal classroom in the Teaching with Technology undergraduate course in the Fall 2008 Semester. Participants were pre-service teachers in the teacher education program and registered in the course. In this session, the presenters will describe the use pattern and share the results on students’ attitude toward the use of Facebook in a formal classroom with the attendees.

c  Meeting the Challenges of Nontraditional Learners: Preservice Teachers Learn through the Prism of Avatars.
Presented by: Ingrid Graves, Tarleton State University; Yadi Ziaehezarjeribi, Tarleton State University
This study is a Category 2: Work in Progress Report which delineates the progress of a study currently underway. We will report initial findings from data from the first year of a three year study into the effectiveness of using a 3D virtual environment as a means to expand preservice teachers’ understanding of the use of virtual activities to support classroom instruction.
Information technology is no longer considered a luxury in many parts of the world, but the digital divide has been a growing concern both in the domestic and international discourse. Generally speaking, the poor and the disadvantaged tend to live in the far remote rural areas. Class and gender play significant roles in this scenario. This paper provides a review of learning technologies as empowering tools relating to rural women from global and domestic perspective.

http://ci8395.blogspot.com

Assessing the Effects of a Goal-Based Scenarios Simulation on Statistical Reasoning

This paper will report the results of a pilot study investigating the effects of two different computer simulations, a conventional simulation and a Goal-Based Scenario simulation, on students’ acquisition of statistical concepts. The findings will provide insight into the development and application of computer simulations in statistics education. Further, the study will assess participants’ attitudes toward using the programs, which may inform researchers or educators who are interested in using computer simulation for statistical teaching.

Homework by Podcast ? Easy Podcasting for Teachers

Participants will learn to set up free web sites where they can post audio, video, or text files that will be available to their students via a RSS feed. The students or their parents can subscribe to the RSS feed using Google Reader, Microsoft Outlook, or any other feed reader.

Designing an Educational Alternative Reality Game (ARG) in Second Life

The year is 2030 and the pace of climate change is rapid. In the town of Budworm, water levels are dangerously low and a multi-year drought threatens to ruin many local ranchers. This is the scenario that students are presented with as they assume the role of experts who will develop a long-term strategic plan for the town. Design challenges associated with the game development process are documented and discussed.

Building a Web-Enhanced Classroom

Are you an educator who loves the idea of blended learning but doesn’t know where to begin? There are a wide range of options available for teachers of all disciplines, mostly free. Knowing how to choose the best technology tools to support and enhance learning in the content areas can seem overwhelming to teachers new to technology integration, but it is certainly not impossible. This session will help any teacher get their students learning 21st Century Skills.

Student Self-reflections on Learning in a Hybrid Course Environment: Do Participation Mode...
Differences Lead to Differences in Reflections’
Time: 1:00 PM - 2:00 PM
Location: Coe
Presented by: Brian Beatty, San Francisco State University

What do graduate students write about when asked to reflect upon their learning in a course of study? When online and traditional classroom-based learners share a reflection discussion, do differences in participation mode (online, classroom, or mixed) lead to meaningful differences? A two year study of six hybrid graduate courses applied qualitative and quantitative analysis measures to student reflective discourse, and reveals the significance of using online reflection posts to encourage student reflective practice.

The First Step in Developing a Common Benchmark: Measuring Technology Integration competencies in Pre-service Education Programs
Time: 1:00 PM - 2:00 PM
Location: Coe
Presented by: Paige Worrell, Tarleton State University

This session is the initial step in the process of creating a common benchmark to measure the progress of technology use and technology integration of students in pre-service education programs. If you are interested in the development of a common assessment that measures competency on technology skills and technology integration for pre-service teachers, bring your state standards and join this session!

Analyzing Homemade PowerPoint Game Questions: Testing Proponents Assumptions
Time: 1:00 PM - 2:00 PM
Location: Coe
Presented by: Michael Barbour, Wayne State University

Proponents of homemade PowerPoint games claim students gain a deeper understanding of the content-based upon the act of constructing the game, writing a compelling narrative, and creating higher order questions. However, recent studies have yielded no significant differences in student performance. This study tested whether students were creating higher order questions. Our results indicate that students are largely creating recall-style questions. We recommend proponents improve the instructional aids related to question writing.

Trends to the Future: An Analytical Comparison of Educational Technology Journals over Eighteen Years.
Time: 1:00 PM - 2:00 PM
Location: Coe
Presented by: Sara Lindsey, Morehead State University; Christopher Miller, Morehead State University

Dr. Carl Sagan stated, “You have to know the past to understand the present.” This research focuses on the analysis of eighteen volumes of three prominent educational technology journals. These journals, the Australasian Journal of Educational Technology, the British Journal of Educational Technology, and Educational Technology, Research, and Development, represent a cross-section of the English-speaking world. A total of 270 articles are analyzed for trends to inform the continuous transformation of learning and instruction.
AECT • Leadership and Technology • 2009 • Louisville, Kentucky

Energizing School Administrators: An Online Conference on Technology Integration
Presented by: Leaunda Hemphill, Western Illinois University; Hoyet Hemphill, Western Illinois University
Contributor(s): Deng Yanrong, Western Illinois University; Xiaokai Jia, Western Illinois University; Shuang Hao, Western Illinois University

An online conference format provided the opportunity for Educational Leadership doctoral students who were also school administrators to interact with presenters who were experts in school-related technology-integration issues and software. Educational Technology students from a Chinese university also participated in the conference. The U.S. and Chinese students reported that the experience increased their understanding of technology-related issues and opened their eyes to the possibilities of cross-cultural communication.

Context Matters: A Description and Typology of the Online Learning Landscape
Time: 1:00 PM - 2:00 PM
Location: Coe
Presented by: Patrick Lowenthal, University of Colorado Denver; Brent Wilson, University of Colorado Denver
Contributor(s): Patrick E Parrish, Comet

Researchers need to be as transparent and explicit as possible when researching online learning. The ability to replicate findings is a key step to improving research on online learning. However, the lack of precision and agreement in the language we use to talk and think about online learning makes this very difficult. Given this problem, the focus of this roundtable presentation is to present a typology of basic terms describing online learning, and to suggest a way for moving forward on this agenda.

Using Web 2.0 Technology to Design Novel Ways of Measuring Different Levels of Learning
Time: 1:00 PM - 2:00 PM
Location: Coe
Presented by: Khusro Kidwai, Pennsylvania State University

In this research affordances of Web 2.0 technologies such as drag-and-drop and the autocomplete design pattern were used to design and develop items that tested participants’ knowledge of a text on the human heart. During the presentation I will share sample items from each of the four measurement instruments that were developed to tests participants’ different levels of learning. I will present results of reliability analysis as well as rubrics that were developed to score non multiple-choice items. Data collected in the study, including responses to a feedback survey are encouraging and provide important insights into the use of technology to support assessment.

Roundtable Sessions
Time: 1:00 PM - 2:00 PM
Location: Carroll-Ford (a)

35-CF
.a Energizing School Administrators: An Online Conference on Technology Integration
Presented by: Leaunda Hemphill, Western Illinois University; Hoyet Hemphill, Western Illinois University
Contributor(s): Deng Yanrong, Western Illinois University; Xiaokai Jia, Western Illinois University; Shuang Hao, Western Illinois University

.b Defining an Innovation-Focused Research Agenda
Time: 1:00 PM - 2:00 PM
Location: Carroll-Ford (b)
Presented by: Daniel Surry, University of South Alabama; Joe’l Lewis, University of South Alabama
Contributor(s): Jenelle Ouimet, University of South Alabama; Adrian Grubb, University of South Alabama

This paper has two main parts. The first part describes the findings of a survey of 33 researchers who have conducted studies in the area of innovation, mostly in the field of education. The findings point to the importance of four key variables that influence the innovation process. These key variables are form, scale, sequence, and intention. The second part uses those key variables to define a detailed research agenda related to innovation research.

http://idinnovation.wikispaces.com/

.c Moving to Next Generation Online Learning Resources at a Distance University.
Time: 1:00 PM - 2:00 PM
Location: Carroll-Ford (c)
Presented by: Margaret Korosec, Western Governors University
Contributor(s): Dan Eastmond, Western Governors University

Beginning November 2008 Western Governors University began a four month audit of its learning resources, contracted for student use from third party enterprises, to ensure that they meet the pedagogical requirements of degree competencies, as well as engage students in higher levels of learning, especially through simulations, labs, and real-world analysis mobile tools. This session presents the methodology that guided this audit and highlights next generation resources selected.

.d Distance Learning in Higher Education: Rationalization versus Academic Freedom
Time: 1:00 PM - 2:00 PM
Location: Carroll-Ford (d)
Presented by: Abbie Brown, East Carolina University
Contributor(s): Tim Green, California State University, Fullerton

This presentation is a discussion of the necessary considerations for the development and delivery of online instruction in higher education that preserves academic freedom while simultaneously providing the best possible educational experience for the online learner. The focus concepts of Weber’s rational society: efficiency; calculability; predictability; and control, as presented in Ritzer’s popular McDonaldization, approach (2008) guide this discussion.

.e Digital Literacy Needs in a Traditional Library Literacy Program: Results of a Needs Analysis
Time: 1:00 PM - 2:00 PM
Location: Carroll-Ford (e)
Presented by: Theresa Cullen, University of Oklahoma

This study reports the results of a needs analysis of a literacy programs at both rural and suburban libraries, in three counties. It examines the computing skills and needs of literacy tutors and native speaking literacy and ESL tutees

Friday, October 30
The research methods comprised of three steps: 1) create the self-directed learning for higher education students by using knowledge management strategies to promote understanding levels in peer questions and argumentation interaction effects between the tasks and epistemological order questions than collaborative summary and there were summary. Collaborative argumentation elicited more higher-order questions than collaborative summary conditions. They asked questions and answered them in a group wiki page while generating a group argument or summary. Collaborative argumentation elicited more higher-order questions than collaborative summary and there were interaction effects between the tasks and epistemological understanding levels in peer questions and argumentation scores.

A web-based instruction model, 2) a quality assessment of the web-based instruction model, and 3) the assessment of the effectiveness of the web-based instruction model with undergraduate students of education program at Nakhon Ratchasima Rajabhat University. The subjects were 30 of second year undergraduate students of education program at Nakhon Ratchasima Rajabhat University.

From Renegade to Respected Practice: A CHAT-informed Analysis of Introducing Change to a System

The presenter uses CHAT to trace how a MySpace-using preservice teacher working on an accreditation portfolio developed a renegade workaround solution that ultimately achieved respectability and acceptance by her teacher education professors and the vendors that make a popular commercial portfolio tool used throughout the country.

AutoTutor Lite: A customizable intelligent tutoring system for e-learning environments

In this session we will demonstrate an intelligent tutoring system called AutoTutor Lite, based upon a highly successful computer-based tutoring system. We will discuss how and why such a system is useful in e-learning environments, including large scale deployments. In addition to the demonstration, we will discuss the current state of intelligent tutoring systems.

Academic Emotions, Motivation, and Achievement in a College Mathematics Course

This study was conducted to investigate the effects of an emotion control treatment on students’ academic emotions, motivation, and achievement in a college mathematics course. The treatment was designed and developed using Kuhl’s (1987) action control theory. Participants were enrolled in a college algebra course utilizing Web-based course materials and computer-based testing. Relationships between academic emotions, motivation, and achievement are presented. The design and development of the treatment material as well as findings are discussed.
Students’ Course Interaction Experiences in a Distance Course Through the Use of Wimba Pronto Technology

**Time:** 1:00 PM - 2:00 PM  
**Location:** Carroll-Ford (m)  
**Presented by:** Yu-Chun Kuo, Utah State University; Yu-Tung Kuo, National Taiwan Normal University  
**Contributor(s):** Andy Walker, Utah State University

With the prevalence of a variety of technological tools, it is imperative to mention how those tools are applied into distance learning, and how they influence learning. Wimba Pronto, as one of the technological tools, is an instant messaging platform which allows online synchronized interactions between the instructor and students, by embedding itself in the institution’s Course Management System. This is a preliminary investigation on students’ perceptions of using Wimba Pronto new technology for a distance course. The result reveals that generally students are satisfied with their interactions with the instructor and students through using it.

### Reflective Papers

**Time:** 1:00 PM - 2:00 PM  
**Location:** Carroll-Ford (r)

#### 35-CF

**Presented by:** Peter Rich, Brigham Young University  
** Contributor(s):** Geoff Wright, Brigham Young University; Neil Bly, Brigham Young University; Keith Leatham, Brigham Young University

As a result of low scores on recent international assessments, many schools are eliminating or reducing elective type courses in favor of increased time for core subjects, such as Math and Language Arts. However, there is evidence that systematically pairing a core subject with another, complementary subject, may lead to greater overall learning in both subjects. In this paper, we present evidence for and principles of convergent cognition, the synergistic effect that occurs when a learner studies two complementary subjects.

[convergentcognition.pdf](peter.byu.edu/papers/convergentcognition.pdf)

#### 35-DD

**Presented by:** Yu-Tsu Lin, Northern Illinois University; Lara Luetkehans, Northern Illinois University; Sharon Smaldino, Northern Illinois University  
**Contributor(s):** Janet Holt, Northern Illinois University

This session will provide guidelines to Instructional Technology (IT) researchers on forming item parcels for optimum modeling capacity in structural equation modeling. Parceling strategies may be an appropriate approach for IT researchers when the data distribution is nonnormal and the sample size is small. Data from a factor analysis examining the correlation between school culture and teachers’ self-efficacy and their influences on distance education in Taiwan will be used to demonstrate the techniques.
Implementing Technology-Rich Design-Based Research: Complexities and Challenges
Presented by: Xun Ge, University of Oklahoma; Deniz Eseryel, University of Oklahoma
Contributor(s): Raymond Miller, University of Oklahoma; Victor Law, University of Oklahoma; Yu Guo, University of Oklahoma; Tracy Hayes, University of Oklahoma
The purpose of this proposal is to present some challenges we have experienced when conducting technology-rich, design-based research, specifically an ongoing research project involving the use of a massive multiplayer online game at a rural high school. It is our intention to address the complex issues in conducting design-based research and to carry out dialogues with the educational research community about designing, implementing and researching an innovative learning environment in the rich context of a school system.

New Media Applications
Time: 1:00 PM - 2:00 PM
Location: Fields
Facilitator: Kelly Unger, Dallas Facilitator

35-FS
The Impact of Text Messaging on the Community of Inquiry in Online Courses
Presented by: Cindy Kovalik, Kent State University; Kim Hosler, University of Northern Colorado
Today’s students are comfortable with sending and receiving text messages. This study investigated the impact of text messages in online graduate courses on student engagement and sense of community of inquiry. Text messages communicated course information, including reminders of assignment due dates, notification that assignments have been graded, and short feedback on discussion postings. Students completed a Community of Inquiry survey and a survey on their reaction to using text messages in the course.

New Media Applications
Time: 1:00 PM - 2:00 PM
Location: Grand Ballroom A

35-GA
.a Digital Game Modding and its Potential for Instruction
Presented by: Regina Kaplan-Rakowski, Southern Illinois University
The presentation will provide an overview on modifying digital games for instruction. Both advantages and limitations of modifying (‘modding’) will be discussed as well as examples of how game modding has been used in education so far. Furthermore, the presenter will provide certain guidelines and suggestions of using modding in education.

.b Product Quality in Online Peer Assessment: Preservice Teacher’s Comments in Asynchronous CMC
Presented by: Andrew Barrett, Indiana University
Contributor(s): Craig Howard, Indiana University
Peer assessment may provide preservice teachers with more timely feedback and enable them build assessment skills. However, there are validity and fairness concerns about peer assessment. This case study examines how peer assessment comments differ based on assessed product ratings and ratings of the assessee product. It was found that products received comments that aligned with researcher ratings and that the type and quantity of comments related ratings of assessee products.

User-Design and Stakeholder Participation
Time: 1:00 PM - 2:00 PM
Location: Holly
Facilitator: Brian Beabout, University of New Orleans

35-HY
.a Seeing Education reform from a Different Perspective: The Unheard Voices Project
Presented by: David Magolis, Bloomsburg University of Pennsylvania; Ali Carr-Chellman, Penn State University; Luis Almeida, Waynesburg University
This research study examines the perceptions of nontraditional groups as they apply to our current and evolving educational system. The results of this study examine the second phase of the larger research agenda by focusing on the perspectives of homeless on their own educational experiences and their ideal educational system. We will also build on the prior research with prisoners, using the same methodology, to examine common voices that these two populations share.

.b Web 2.0 and the Open Education Movement: Transforming Learning in Higher Education
Presented by: Heather Leary, Utah State University; David Wiley, Brigham Young University
Contributor(s): Melynda Fitt, Utah State University
As the Open Education Movement has exploded with users taking advantage of democratized content creation and dissemination (Anderson, 2006), Web 2.0 has become an influential shaping force. Through the use of Web 2.0 technologies and practices such as user contribution and ranking, users are showing a willingness and desire to have open access to content, the ability to create and disseminate content, and to communicate with other users. This will transform learning in Higher Education.
Transforming Learning and Instruction

Time: 1:00 PM - 2:00 PM  
Location: Maple  
Facilitator: David Carbonara, Duquesne University

35-ME

.a Using e-Books in the K12 Classroom: What Do Teachers Have to Say?

Presented by: Carol A. Brown, East Carolina University
Teachers are enthusiastic about some of the features but also warn against disadvantages in the use of e-Books in education. For this study, a variety of formats are reviewed by teachers and technology facilitators over a two year period of time. Teacher-recommended e-Books will be displayed along with researcher’s recommendations for use of e-Books when designing classroom instruction.

.b Implementation of Digital Story-Telling in an Urban Elementary School

Presented by: David Carbonara, Duquesne University
Contributor(s): Joseph Kush, Duquesne University; Misook Heo, Duquesne University
This presentation will describe the AT&T sponsored project to implement the pedagogical strategy of digital story-telling into an urban, elementary school with low annual yearly progress.

Linking Design and Learning

Time: 1:00 PM - 2:00 PM  
Location: Morrow  
Facilitator: Jennifer Maddrell, Old Dominion University

35-MW

.a The Instructional Effects of Visual Representations and Time-Compressed Instruction in a Multimedia Environment on Knowledge Based Post-tests

Presented by: Raymond Pastore, Penn State University
The purpose of this study was to examine the effects of visual representations and time-compressed instruction on knowledge based post-tests. The present study revealed that compressing audio 25% maintained learner comprehension of tests measuring facts, concepts, rules/procedures, and problem solving and decreased drastically at 50% compression. The use of visuals increased comprehension at all levels of compression. Cognitive load did not differ at 0% and 25% compression then was significantly increased at 50% compression.
http://raypastore.com/AECT2009

.b When Text Should Be Seen and Not Heard: An Instance of the Reverse Modality Effect in Multimedia Learning

Presented by: Fatih Ari, Texas Tech University; Raymond Flores, Texas Tech University
Contributor(s): Steven Crooks, Texas Tech University; Fethi Inan, Texas Tech University; Jongpil Cheon, Texas Tech University
This study examined the extent to which the modality principle of multimedia learning extends to learning from a static diagram and associated hypertext. Participants were randomly assigned to 2 modality conditions (visual text vs. spoken text) and 2 information cueing conditions (cueing vs. no cueing). The results showed a main effect for modality, revealing a reverse modality effect. Participants studying visual text performed better than those studying spoken text on three separate dependant measures. These results provide insight into the boundaries that should be applied to the modality principle.

35-NN

Past-Presidents Luncheon (for AECT Past-Presidents only)

Time: 12:30 PM - 2:00 PM  
Location: Nunn  
Presented by: Past-Presidents, AECT  
Contributor(s): Michael Spector, University of Georgia
Past Presidents of AECT are invited to attend a get together at 11:00am in the president’s parlor, hosted by the incoming AECT President, Mike Spector. The group will proceed to the banquet room together. Open to AECT Past Presidents only.
Innovative Assessment

Time: 1:00 PM - 2:00 PM
Location: Poplar
Facilitator: Jason McGraw, Northern Illinois University

35-PR
Presented by: Kristi Leonard, University of Georgia

This presentation discusses successful strategies of preparing clear and concise documentation describing and supporting a complex assessment system as required by the National Council for Accreditation of Teacher Education’s Standard 2. An approach to writing the narration and supporting the narration through figures and tables is described. The strategies described in this presentation were successfully used for an NCATE accreditation visit and is easily maintainable for future visits.

.b Preparing PreK-12 Teachers to Design Professional Development Experiences Online
Presented by: Patricia J Slagter van Tryon, East Carolina University

Transitional teacher training courses from face-to-face to online delivery is no longer a task limited to higher education faculty. Increasingly, PreK-12 teachers and technology facilitators are being asked to develop courses offering professional development experiences for their peers online. This session presents data from a new graduate education course for PreK-12 teachers to design, develop, implement, and evaluate online professional development. The new course content, activities, assignments, and evaluation methods with rubrics will be distributed.

New Media Applications

Time: 1:00 PM - 2:00 PM
Location: Stopher
Facilitator: Jennifer Morrison,

35-SR

A Tale of Migrations: Transitional Experiences with WebCT, Moodle, Sakai, and Blackboard Vista
Presented by: Gregory Clinton, University of Georgia; Lloyd Rieber, University of Georgia
Contributor(s): Josh Squires, University of Georgia; Michael Orey, University of Georgia; Ikseon Choi, University of Georgia

Course management systems support online or blended learning. The process of moving from one CMS to another can be undertaken for an individual curriculum or can be a system-wide effort. This process happens at several levels, including technical implementation of the new system, migration of course content, and faculty and student adjustment. In this session, two different migrations at the same institution, one system wide and another at the curriculum level, will be described.

New Media Applications

Time: 1:00 PM - 2:00 PM
Location: Stanley
Facilitator: Ginger Watson, Old Dominion University

35-SY
.a Design-Based Research to Improve an Innovative Training Product
Presented by: Peter Fadde, Southern Illinois University
Contributor(s): Patricia Sullivan, Purdue University

This presentation describes a design-based research (DBR) approach aimed at iterative improvement of an innovative instructional product and its implementation. Five studies were conducted in a variety of authentic contexts with the primary intent of producing successful training outcomes. Different product design and implementation variables were manipulated in each study. Although not designed to produce generalizable results, the DBR findings are of potential interest to product designers and suggest new questions for underlying theory.

.b A Design Case: Creating an Enhanced Version of the Diffusion Simulation Game
Presented by: Miguel Lara, Indiana University; Rod Myers, Indiana University; Ted Frick, Indiana University
Contributor(s): Sinem Karabacak, Indiana University; Theodora Michaelidou, Indiana University

We will describe the design case for creating a new Web version of the Diffusion Simulation Game (DSG)—originally a board game and then an online version. We created rapid prototypes of the new DSG first on paper and then in Flex Builder, ActionScript, PHP and MySQL. We will also report results of play tests, usability evaluations, and how the design and implementation of the DSG has been improved. Finally, we will demonstrate the new DSG.
http://www.indiana.edu/~simgame/
Learning Tool for Traditional Heritage

By integrating interactive and modern media to the traditional hand-puppetry, we hope that new form of hand-puppetry can be more entertaining and educational. With the introduction of multimedia and interactive technology to the puppets, the teacher can provide more intuitive and entertaining learning content. Through hand-puppetry, history and local culture can be learned in a way like playing games by the students.

Learning the Beauty of Chinese Calligraphy and Facial Make-Up of Chinese Opera

We developed an immersive game for the students in primary schools to learn Chinese calligraphy. With three factors of virtual digital content, interaction, imagination and immersion, we design a tangible tool for learning Chinese calligraphy. It is a game-based learning environment that children can have fun in playing with interactive content. The animations showing the beauty of the character and facial make-up of Chinese opera can bring the student artistic and pleasant experience of learning.
New Media Applications

Time: 2:15 PM - 3:15 PM
Location: Brown
Facilitator: Oksana Wasilik, University of Wyoming

36-BN
OpenSim as an Alternative to Second Life
Presented by: Jason Underwood, Northern Illinois University
Contributor(s): Aline Click, Northern Illinois University; Aline Click, Northern Illinois University; Michael Taylor, Northern Illinois University

In this session, we will describe several projects we have conducted in OpenSimulator, an open source 3D application server that can be implemented to create a virtual world similar to Second Life. We will describe the rationale for choosing an open source virtual environment over Second Life, the development process, as well as a discussion of the expected and unexpected trade-offs of that choice.

36-BT
Minorities in Media Business Meeting
Presented by: Minorities in Media, AECT
Time: 2:15 PM - 3:15 PM
Location: Breathitt

Roundtable Sessions

Time: 2:15 PM - 3:15 PM
Location: Coe

36-CE
.a Rethinking the Integration of Technology in Teacher Education Programs
Presented by: Devon Duhaney, SUNY New Paltz

The increasing use of a variety of technologies throughout the society has been transforming our classrooms. Consequently, more attention is being given to how teachers are prepared to integrate technology in the teaching and learning environment. This presentation will focus on issues related to teacher preparation and the integration of technology and the different strategies/approaches which are now available to foster the ubiquitous use of technology for teaching and learning.

.b Habits of Mind and Gaming: Using a Popular Game to Enhance the Dimensions of Learning Model
Presented by: Robert Dunn, University of Central Florida

This session will illustrate how incorporating a game like the popular card game YuGiOh! into face-to-face or online learning environments can enhance the Dimensions of Learning model. The demonstration will show how the game can be utilized to address each of the categories of learning targets derived from the Dimensions of Learning Model (Marzano, Pickering & McTighe, 1993) by eliciting situational interest thru problem solving and immediate reward to develop positive habits of mind.

.c Mucho Math: A study of the Usefulness of APT in the Design & Development of Educational Software
Presented by: Jake Enfield, Indiana University; Rod Myers, Indiana University

Analysis of Patterns in Time (APT) is a research method for analyzing temporal patterns. The focus of this presentation is the use of APT in the design of instructional software. Mucho Math is an educational software product developed to improve the mental math skills and build the math vocabulary of English as a Second Language (ESL) students. The software is also appropriate for children at the second grade math level. http://www.seriousgamegroup.com/muchoMath/

.d Web 2.0: What Works ‘ and What Doesn’t ‘ Experience From the Trenches
Presented by: Barbara Rosenfeld, Brooklyn College of the City University of New York; Sharon O’Connor-Petruso, Brooklyn College of the City University of New York

The purpose of this presentation is to highlight some of the ways that Web 2.0 tools and pragmatic source ware can be useful to student learning. Based on our experiences with these tools and feedback from our students, we also highlight some of the pitfalls to avoid. This presentation will be of interest to teachers, teacher educators, media specialists, and administrators whose goal is to prepare students for the future in an uncertain global economy.

.e iPod Innovation In Education
Presented by: Susan Nachawati, CSULB

A common pedagogical challenge in education is to motivate students to review their class notes, or to find the best method to easily prepare handy flash cards that match any student’s learning style. I found that with little or no expenses at all after having an iPod- a student can convert the iPod, or any similar technology- into an effective learning tool.

.f A Changing Landscape in One Teacher Education Technology Lab
Presented by: Paige Worrell, Tarleton State University

Changing the focus from technology skills to technology integration that prepares our pre-service teachers for educating the 21st century students is an ongoing struggle faced by many programs. This session will spotlight the strategies used to address the unique challenges faced during the first year of ‘integrating technology’ into the teacher education program. Let’s work together and find the answers!
Providing Pedagogical Support to Distance Learners in Virtual Worlds

Time: 2:15 PM - 3:15 PM
Location: Coe
Presented by: Deniz Tasci, Anadolu University
Contributor(s): Deniz Dincer, Anadolu University

This presentation covers the results of a study in which learners’ perceptions of a virtual world (Second Life) used for providing pedagogical support to learners in a completely online program was sought. More than 1000 distance students took part in this study and completed the survey instrument. Additionally, this presentation also provides lessons learned at the end of this Second Life implementation.

Cultural Factors in Multit-Media and Technology Education of Female Arab Students

Time: 2:15 PM - 3:15 PM
Location: Coe
Presented by: Gordon Graber, University of Missouri

A Case Study detailing experiences working for 8 years at an all women’s university in the United Arab Emirates, teaching multi-media courses for Computer Science, Communications, and Fine Art departments. Explore cultural and gender differences between western teachers and female students in an Islamic country through technology and media projects, and the types of misconceptions and pitfalls technology teachers face in such settings.

Instructional Designer: Your Role in Talent Management

Time: 2:15 PM - 3:15 PM
Location: Coe
Presented by: Dennis Charsky, Ithaca College; Jessica Brisking, Ithaca College

Talent management is a three component system involving recruitment, retention, and development of employees and it usually part of the Human Resource (HR) function. As the baby boomers generation retires, the worker shortage continues, and as the number of unqualified workers grows; organizations cannot rely solely on recruitment processes to supply the talent necessary to remain competitive. Organizations need to compliment their recruitment practices with employee development practices. This presentation will describe how instructional designers can contribute to the HR function, especially employee recruitment and retention, by using eLearning courses, learning management systems, and Web 2.0.

Freeware Audio and Video Software for Multimedia Projects in the Classroom and Media Center

Time: 2:15 PM - 3:15 PM
Location: Coe
Presented by: Andrew Smith, Georgia State University

This presentation discusses the range of freeware products for audio and video editing and production, based on products used within video production and educational materials creation classes offered as electives for media specialists. The presentation will highlight the advantages of freeware products, particularly availability, distribution, cost, and variety, balancing these with a discussion of their limitations. Specific audio, video, file conversion, and presentation products will be discussed, with recommendations for specific age groups and ability levels.

Reflective Papers

Time: 2:15 PM - 3:15 PM
Location: Coe

Effects of Collaborative Model of Instruction on Learner Performance in Educational Technology Courses

Presented by: Tatyana Pashnyak, Florida State University

The primary purpose of this study was to investigate the effects of two models of instruction, collaborative vs. individualistic learning, on learner performance in educational technology courses. While collaborative learning group participants were able to facilitate each other’s learning, individualistic learning group participants were working alone. Collaborative learning group participants performed significantly higher on the project assigned upon the completion of the treatment than students who were assigned to the individualistic learning group (p<0.05).

Teaching a Course in Flexible and Distance Learning with Virtual Schooling

Time: 2:15 PM - 3:15 PM
Location: Coe
Presented by: Yasemin Demiraslan, Iowa State University
Contributor(s): Niki Davis, University of Canterbury, New Zealand

This paper describes an undergraduate course in Flexible and Distance Learning taught at a Midwestern university as a blended course to combine the best elements of face-to-face instruction with the best aspects of distance education. Unusually the course aimed to prepare future K-12 teachers to experience four roles, namely learner, designer, teacher, and site facilitator for K-12 students. After describing the structure and organization of the course, important issues including the course design, pedagogy, and the challenges are discussed with plans for future development of an international community of practice to prepare future teachers for distance education in the 21st century.

Software Training in Nonprofit Organizations: Training Format Preferences of Employees

Time: 2:15 PM - 3:15 PM
Location: Coe
Presented by: Ryan Kingery, University of Louisville

Issues of budget and effectiveness increasingly impact availability of training in non-profit organizations. This research examines the relationship of classroom and online format to likelihood of non-profit employees to attend software training. The results provide non-profit training program planners insight on how employee characteristics may influence training program design and session offerings.
Ethical considerations for game-based learning

Time: 2:15 PM - 3:15 PM
Location: Coe
Presented by: Scott Warren, University of North Texas
Contributor(s): Lin Lin, University of North Texas

By reviewing the research from the last decade, this session is intended as a discussion of the ethical considerations that researchers and instructional designers should take into account as they examine whether or not to employ games as a strategy for attempting to increase student engagement with a content area. We explore both some of the positive findings or the use of games for learning as well as instances in which negative outcomes have occurred. We also discuss issues of protected populations and the need for their protection as research is conducted in schools.

Online, Face-to-Face, and Blended Learning: Which Delivery Model Takes the Most Time?

Time: 2:15 PM - 3:15 PM
Location: Coe
Presented by: Dianne Lawton, Troy University--Brunswick

Enrollment in online classes continues to grow. Online learning provides access to education for a greater number of students, especially those who cannot enroll in traditional educational programs due to distance or time. This study compares the amount of time students in online, face-to-face, and blended classes spend on assignments. The results of the study provide a guide to help students choose the most efficient delivery model for their particular academic needs.

Shared worlds of knowing: A design ethnography

Time: 2:15 PM - 3:15 PM
Location: Coe
Presented by: Sandra Law,

This proposal reports on a Category 2 Work in Progress that examines distributed intelligence in a game-based learning environment. University science students act as experts and collaborate with others to explore the topic of climate change from an interdisciplinary perspective. Preliminary findings indicate that there are a number of considerations when developing a game-based instructional model such as: providing rich content; ensuring adaptability to other contexts and content; and providing opportunities for interaction with disciplinary experts and peers.

Using Web 2.0 in a Design-Oriented Course

Time: 2:15 PM - 3:15 PM
Location: Coe
Presented by: Yu-ching Chen, Chinese Culture University

With the development of technologies, Web 2.0 has become an important issue in learning. Since there is limited number of research conducted about using web 2.0 in a design-oriented course. The study is to investigate students’ perceptions of using web 2.0 to share their multi-meida projects in a design course. The session will present the experience of choosing and conducting a web 2.0 environment, students’ experience of using web 2.0 to communicate with others, teachers’ perspective of using web 2.0, and provide suggestions for future research.

Valid Performance Assessment: Student Information and Communication Technology Skills

Time: 2:15 PM - 3:15 PM
Location: Coe
Presented by: Tina Hohlfeld, University of South Florida; Albert Ritzhaupt, University of North Carolina at Wilmington
Contributor(s): Ann Barron, University of South Florida

The development and validation process for the pilot test of the Student Tool for Technology Literacy (ST2L) was conducted with a stratified sample of 1,561 eighth grade students from Florida public schools. Students responded to a pre-survey about their comfort, use, and attitudes about computers and then participated in the ST2L. The ST2L was found to be a sound assessment tool for the low stakes purpose of guiding instruction. Recommendations for improvement are included.

Characteristics of Web 2.0 Applications for Teaching & Learning

Time: 2:15 PM - 3:15 PM
Location: Coe
Presented by: Michael Grant, The University of Memphis; Clif Mims, The University of Memphis

This presentation will concentrate on the use of Web 2.0 technologies in contemporary constructivist and cognitivist learning environments. We will present the characteristics of Web 2.0 tools to support teaching and learning, including low threshold applications, a variety of tools and models, as well as access to tools and knowledge. Finally, we will identify the limitations and challenges that exist with using these tools, such as immature applications, longevity of applications, number of applications, unconsolidated services and security and ethics.

Roundtable Sessions

Time: 2:15 PM - 3:15 PM
Location: Carroll-Ford (a)

36-CF

The Internet is About to Kick Your Classroom Door Down: Incorporating Online Learning Communities into Classroom-Based Instruction

Presented by: Tony Gonzalez, The University of Georgia

This presentation introduces ‘Japanese with Tony-Sensei’, an online learning community developed using the Drupal CMS. The presenter is using the site both as an integrated instructional support tool for his face-to-face teaching, as well as an open, publicly accessible learning environment for all learners of Japanese. The site allows for ‘horizontal’ and ‘vertical’ learner-learner relationships that support learning in ways that were previously impossible. Topics related to the development and integration of such sites are discussed.
Out of School Suspension Program. The following content will document the design of a distance education method for the foundations of educational technology course.

Presented by: Carroll-Ford (e)

Time: 2:15 PM - 3:15 PM

Carroll-Ford (e) A Virtual Out of School Suspension Program

Time: 2:15 PM - 3:15 PM

Carroll-Ford (b) Increasing Student-to-Content Interactivity in Online Courses: From Simple Solutions to Creating Dynamic Database-driven Web Pages

Time: 2:15 PM - 3:15 PM

Location: Carroll-Ford (b)

Presented by: Bruce Harris, Western Illinois University; Anthony Pina, Sullivan University System

Contributor(s): Robert Christopherson, Arizona State University

Many online course lessons lack student-to-content interaction. Most course management systems lack the necessary tools to build effective interactivity in the course lessons. This presentation will discuss some rather easy and simple methods the authors have used to enhance student-to-content interaction in online course lessons and will also discuss more complex methods to increase interactivity such as creating dynamic web sites in the course lesson that saves, updates, and displays information from an online database.

Presented by: Doris Koenig, Nova Southeastern University; Bruce Harris, Western Illinois University; Florence Martin, University of North Carolina, Wilmington; Jeremy Tutty, Boise State University

Contributor(s): Janet Buckenmeyer, Purdue University Calumet; David Freitas, Indiana University South Bend

Success in an online instructional environment requires an educator to adopt a learner-centered approach based on sound instructional design principles. This approach is often significantly different from one’s normal teaching style. Is this change comprehensive and lasting? Is it situation specific or do these instructional design principles become infused in the faculty’s educational beliefs? What is the most effective method to research this phenomenon? This lively, interactive roundtable session will explore these questions.

Presented by: Emily Hixon, Purdue University Calumet; Doris Koenig, Nova Southeastern University; Bruce Harris, Western Illinois University; Florence Martin, University of North Carolina, Wilmington

Contributor(s): Janet Buckenmeyer, Purdue University Calumet; David Freitas, Indiana University South Bend

Examining the Foundations of Educational Technology Course in 2009.

Time: 2:15 PM - 3:15 PM

Location: Carroll-Ford (d)

Presented by: Florence Martin, University of North Carolina, Wilmington

Contributor(s): Jeremy Tutty, Boise State University

We repeatedly encounter evidence of the field of educational technology being influenced by growth and change in both theory and technology. This session will examine the influence of these advances uncovered through a needs assessment to determine the optimal instructional content and delivery method for the foundations of educational technology course. Current trends in introductory course content and technology use will also be reported and discussed.

Presented by: Doris Koenig, Nova Southeastern University

A Virtual Out of School Suspension Program

Time: 2:15 PM - 3:15 PM

Location: Carroll-Ford (e)

Presented by: Doris Koenig, Nova Southeastern University

This article will document the design of a distance education Out of School Suspension Program. The following content addresses the purpose, resources, community, and history of the system and its subsystems. In addition, it describes the system in its entirety, including elements and relationships, interdependency, vision and learning paths. Following the description of the system is the mega, macro and micro communities’ makeup, the cybernetics and assessments for the program.

www.dorikoenig.com

Students’ Perception and Emotion in Defining Quality of Online Learning

Time: 2:15 PM - 3:15 PM

Location: Carroll-Ford (f)

Presented by: Heeyoung Han, University of Illinois

This study was designed to describe students’ perceptions and emotional responses in defining the quality of online learning. A group of adult students in an online masters program in the United States were interviewed and surveyed. The study results indicate adult students’ perceptions of quality online learning are predominantly dependant on people in the course. Moreover, professional and emotional bonds to peers are a critical factor in their perceptions of quality online learning.

Evaluation Of Information Management Program From The Perspective Of Critical Thinking

Time: 2:15 PM - 3:15 PM

Location: Carroll-Ford (g)

Presented by: Figen Unal-Colak, Anadolu University; Dursun Gokdag, Anadolu University

In this study, a fully online associate program is examined from the perspective of critical thinking. To examine the program, documents related program and interview data from facilitators and subject experts are used. When program is evaluated in perspective of critical thinking, the program seems insufficient in some dimensions.

Design Guidelines for Team Assessment

Time: 2:15 PM - 3:15 PM

Location: Carroll-Ford (h)

Presented by: Scott Schaffer, Purdue University; Xiaojun Chen, Purdue University

The use of teams in learning settings has increased greatly over the past few decades. Higher education institutions and business organizations are using and encouraging teams for most projects. A review of theoretical foundations of team learning and research of assessing learning relative to team work will be discussed in this presentation. Implications for instructional design in higher education are discussed relative to current team assessment projects.

Designing an Online Learning Environment for Collaborative Groupwork: Design Research Project

Time: 2:15 PM - 3:15 PM

Location: Carroll-Ford (i)

Presented by: Eunjun Lee, University of Georgia; Ying Liu, University of Georgia

Contributor(s): Thomas Reeves, University of Georgia

This paper reports on the first iteration of two-year design research project to design and develop a graduate-level online ‘E-Learning Evaluation’ course to best support adult learners’
group work experience. It addresses the following areas: 1) challenges encountered, 2) groups’ attributes, and 3) supports or scaffolding needed. The paper also includes implications of findings from the first iteration and design modifications for the second iteration of the project.

.j Overcoming Learning Challenges through Student Collaboration using Web 2.0 in an Online Disaster Awareness Course
**Time:** 2:15 PM - 3:15 PM  
**Location:** Carroll-Ford (j)  
**Presented by:** Anne Mendenhall, Florida State University; Jennifer Myers, Florida State University; Tristan Johnson, Florida State University; Cindy Chen, Florida State University; Michael Spector, University of Georgia

Web 2.0 technologies are used to promote collaborative learning, socialization, and ultimately increase knowledge acquisition among online learners in a Disaster Awareness course. Specifically, a lesson on Terrorism uses video sharing, wiki, blogs, and discussion forums to help students collaboratively define the ambiguous terms Terrorism and Terrorist, create documents, share personal experiences, and promote tolerance among peers. Video sharing provides students with information and instruction on terrorist threats and preparing for disasters.

.k What do Instructional Designers Need to Know, and When Do They Need to Know It?
**Time:** 2:15 PM - 3:15 PM  
**Location:** Carroll-Ford (k)  
**Presented by:** John Curry, Oklahoma State University

**Contributor(s):** Andrew Teasdale, Humana; Jennifer Summerville, Collin College

This proposed presentation intends to address two particular issues: 1) the disconnect between how instructional design is taught academically and how it is practiced professionally, and 2) what exactly is it that an instructional designer needs to know?

.l How Do Students of Instructional Systems Choose Their Programs
**Time:** 2:15 PM - 3:15 PM  
**Location:** Carroll-Ford (l)  
**Presented by:** Ali Carr-Chellman, Penn State University

**Contributor(s):** Rucha Modak, Pennsylvania State University

This study examines graduate students’ selection criteria among graduate programs in Instructional Systems/Educational Technology. Data was subjected to descriptive statistical analysis. Results showed that reputation of the university was more important than any single other factor in the decision and that relationships were important in bringing it home. Location was next in importance, while funding was surprisingly lower. Flexibility and rigor of program were also crucial to the ultimate selection.
In synchronous small groups online during their clinical study involved conversational analysis of teachers interacting professional discussion online with peers and mentors. Our from our study of 170 student teachers who engaged in regular early-career teachers. In this session we will present findings Professional support and mentoring are two keys to retaining University of Memphis Trey Martindale, University of Memphis; Jennifer Nelson, Presented by: Facilitator: Location: Time:

Acknowledging the immense ways that technology enhances education, this dissertation research (work in progress) responds to the several failed technological projects in developing nations and subsequent paucity in the assessment of such projects. The author contends that assessing the many educational projects that failed in these countries is not only urgent but a necessity. Therefore, this study proposes to formatively evaluate the One Laptop Per Child projects (an initiative that provides personal laptops to elementary schools in low income communities) in Nigeria and Ghana.

Evaluating by “Being There”: Site Visitations as a Path to Improved School Accountability
Presented by: Brian Beabout, University of New Orleans; Belinda Cambre, University of New Orleans
Contributor(s): Tammie Causey-Konate, University of New Orleans; Shannon Chiasson, University of New Orleans

While we yearn for public schools that will create a socially cohesive population, a critical and reflective civil society, an informed and democratically engaged electorate, and a skilled and responsible workforce, we increasingly base school change decisions on math and reading scores. This is the very definition of an invalid assessment. A high-quality site visitation process might lead to the production of richer sets of data about school performance. When taken alongside achievement measures, a more valid accountability system can be created.

http://fs.uno.edu/bbeabout/visitations.htm

Innovative Assessment
Time: 2:15 PM - 3:15 PM
Location: Carroll-Ford (u)
Presented by: Bellarmine Ezumah, Howard University

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High Powered PowerPoint
Presented by: Earl Nicodemus, West Liberty State College

This mini-workshop is designed to enable participants to create PowerPoint presentations that are radically different from the usual linear presentations that we all know. Participants will learn to program object triggers, hyperlinks, and hidden hyperlinks to enhance the PowerPoint experience.

Learning in Virtual Worlds
Time: 2:15 PM - 3:15 PM
Location: Dogwood
Facilitator: john cowan, northern illinois university

36-DD

The Effects of an Educational Massively Multiplayer Online Game on Students’ Complex Problem Solving Skill Acquisition
Presented by: Deniz Eseryel, University of Oklahoma; Xun Ge, University of Oklahoma; Dirk Ifenthaler, Albert-Ludwigs-University Freiburg
Contributor(s): Victor Law, University of Oklahoma; Tracy Hayes, University of Oklahoma; Yu Guo, University of Oklahoma

Following design-based research approach, the impact of an educational MMOG was examined on ninth-grade students’ motivation, problem-solving skill acquisition, and mathematics achievement. Here we report the impact of the MMOG on students’ problem-solving skill acquisition, which was measured along three constructs: (1) problem representation, (2) structural knowledge of the problem domain, (3) generating solution. The results of the study will be presented including a discussion on implications for design, implementation, and evaluation of educational MMOGs.

http://www.denizeseryel.com/Site/Presentations.html

New Media Applications
Time: 2:15 PM - 3:15 PM
Location: Fields
Facilitator: Luca Botturi, Università Svizzera italiana

36-CN

Online Mentoring to Retain Early Career Teachers
Presented by: Carmen Weaver, University of Memphis; Trey Martindale, University of Memphis; Jennifer Nelson, University of Memphis

Professional support and mentoring are two keys to retaining early-career teachers. In this session we will present findings from our study of 170 student teachers who engaged in regular professional discussion online with peers and mentors. Our study involved conversational analysis of teachers interacting in synchronous small groups online during their clinical practice experiences. Join us as we present the study findings and discuss the implications for online mentoring of new teachers.

36-FS

Is There a Future for Games in Education: A Panel Discussion of Current Problems and Future Potentials for Games.
Presented by: Christopher Miller, Morehead State University; Luca Botturi, University della Svizzera italiana; Michael Barbour, Wayne State University; Kimberly Nettleton, Morehead State University; Lloyd Rieber, University of Georgia
Contributor(s): Elizabeth Simpson, University of Wyoming

There are many issues and potentials in the field of educational games. This panel presentation is an extension of a blog-based
discussion among researchers and educators in the educational technology field. A variety of questions relating to the issues of games in education originally discussed in an archived blog-based discussion will be revisited along with opportunities for audience participants to join in the discussion.

Transforming Learning and Instruction

**Time:** 2:15 PM - 3:15 PM  
**Location:** Grand Ballroom A  
**Facilitator:** MJ Bishop, Lehigh University

### 36-GA

**.a Exploring Curiosity Creek?: Interdisciplinary Design-based Research Creating Instructional Resources for Informal Learning**  
**Presented by:** Tiffany Koszalka, Syracuse University; John Gonzalez, Syracuse University  
**Contributor(s):** Marilyn P Arnone, Syracuse University  

Designing instruction is a complex and iterative process. This session describes the context, processes, design, implementation, and research for a theme-based afterschool club where middle schoolers develop instructional designer and video producer competencies while creating material to serve younger children in their own impoverished community. Materials and experiences were initially designed based on multiple theories. We will share results of our design-based research that informed changes in activities and resources to enhance club member experiences.

**.b Scaffolding Technology Integration Using Guided Problem-Solving**  
**Presented by:** Yan Shen, University of Georgia; Michael Hannafin, University of Georgia  

We used problem-based scenarios and divergent, critical thinking scaffolds to guide preservice teachers’ learning to teach with technology. Findings indicated that the participants incorporated divergent and critical thinking skills with their own strategies in identifying instructional problems, generating and evaluating solutions, and developing lesson plans integrated with technology. However, their personal assumptions and strategies tended to promote uncritical, convergent thinking rather than critical, divergent thinking, suggesting need for further exploration.

Cases of Systemic Change

**Time:** 2:15 PM - 3:15 PM  
**Location:** Holly  
**Facilitator:** Eugene Kowch, University of Calgary - Faculty of Ed

### 36-HY

**.a A New Model for Cybercharters: The Open High School of Utah**  
**Presented by:** David Wiley, Brigham Young University  

The Open High School of Utah is a new, online, public charter high school in Utah. The school’s innovative management and instructional approaches are summarized in the staff motto, ‘Focus on student learning; outsource everything else’ and the school’s marketing slogan, ‘Because school’s not an assembly line, and you’re not a widget.’ This presentation describes the OHSU organizational structure, approach to curriculum, and personalization technologies and methods, and the free laptop each student receives. 

http://openhighschool.org/

**.b Empowering rural gifted students to learn through design**  
**Presented by:** Luis Almeida, Waynesburg University  
Why can’t gifted students have the opportunity to learn by doing? Should education reform experts ignore the voices of bright young people? This sessions is about empowerment and reform. It is about seeing what others can’t see and doing what “nobody” is doing.

### 36-LN

**GSA: A Chat with the President-Elect**  
**Time:** 2:15 PM - 3:15 PM  
**Location:** Laffoon  
**Facilitator:** Jesse Strycker, Indiana University  
**Presented by:** Barbara Lockee, Virginia Tech  

AECT is a large organization and never is it more apparent then at each year’s national conference. This is an opportunity to sit down for small group discussion with AECT president-elect Barbara Lockee.

### 36-ME

**TPCK**  
**Time:** 2:15 PM - 3:15 PM  
**Location:** Maple  
**Presented by:**  
**Contributor(s):** Laurie Dias,  
A panel will discuss the recent Tech Trends special issue on Technological Pedagogical and Content Knowledge. The participants will extend the conversation about technology integration by focusing on powerful ways of knowledge construction, creativity in instructional design and implementation, and the uses of educational technology for teaching and learning.
Linking Design and Learning

Time: 2:15 PM - 3:15 PM  
Location: Morrow  
Facilitator: Michael A Evans, Virginia Tech

36-MW

.a The Use of Simulated Dialogue Metaphor to Model Expert Problem Solving Processes to improve Students’ Knowledge of Research Design  
Presented by: Wei-Chen Hung, Northern Illinois University  
Contributor(s): Tom Smith, Northern Illinois University; M Cecil Smith, Northern Illinois University

This study used a simulated dialogue metaphor design framework as the design method to develop a scenario-based interactive learning environment that draws a connection between cognitive apprenticeship based instructional strategies and user-centered interface design. Several system usability evaluations were carried out to identify students’ perceptions toward the system. Results showed that the initial system prototype provided an effective framework for guiding students through their problem-solving process. Presentation will include demonstration of the system and discussion of the evaluation results.

.b Understanding the Design Research Process: Reflections on PictoPal  
Presented by: Susan McKenney, University of Twente  
Contributor(s): Joke Voogt, Universiteit Twente

PictoPal is the name of a technology-supported intervention designed to foster the development of emergent literacy in four and five year old children. During the iterative process of analysis, prototype design, evaluation, and revision, design research has been conducted to gain insight into desirable program characteristics, implementation strategies and the role of teachers as designers of curriculum materials. This session examines the research and development processes in light of existing models for design research. The paper aims to contribute to the advancement of the field through consideration of substantive and procedural understanding of design research.

.c What They (Usually) Don’t Teach You in an Instructional Design Course: A Case Study in Integrating Design Approaches  
Presented by: Lyndell Lutes, Brigham Young University

Facilitator: Michael A Evans, Virginia Tech

The challenge was to create a teaching kit for a local museum to help children learn about and value cultures other than their own. Through integrating a variety of processes, coupled with sound instructional strategies, ten instructional psychology and technology graduate students formed a team and produced an innovative, effect product in fifteen weeks. This presentation will share lessons learned and innovative processes developed including rapid-prototyping, creating user profiles, and evaluation on the fly.

Innovative Assessment and Evaluation

Time: 2:15 PM - 3:15 PM  
Location: Poplar

36-PR

.a Building Competency for Usability Evaluation of E-learning courses  
Presented by: Camille Dickson-Deane, University of Missouri - Columbia; Joi Moore, University of Missouri - Columbia; Weiichao Chen, University of Missouri - Columbia  
Contributor(s): Ngoc Vo, University of Missouri - Columbia; Krista Galyen, University of Missouri - Columbia; Margarida Washburn, University of Missouri - Columbia

The evaluation of E-learning courses is a multi-disciplinary skill-set that includes usability experience, instructional design, learning theory, and a basic understanding of the subject-matter. Although there are several types of instruments to implement e-learning evaluation, evaluators have difficulty using these tools because of ambiguity, specificity for a particular application, or length. We present a case study of the implementation of one instrument and its impact on identifying usability issues.

.b Improving Online Course Development with the Collaboration of Multiple Organizations  
Presented by: Linda Haynes, University of West Georgia  
Contributor(s): Anthony Foster, McGraw-Hill Learning Solutions; Linda Scharp, McGraw-Hill Learning Solutions; Regan Caruthers, California State University

This presentation includes a discussion of a collaborative relationship of a university, a professional organization, and an academic publisher in order to develop and improve online courses. Graduate students served as consultants in the evaluation of learning objects and the development of critical thinking activities to support online learning. This presentation is relevant to online course designers and participants interested in authentic performance problems and solutions.

Linking Design and Learning

Time: 2:15 PM - 3:15 PM  
Location: Stopher  
Facilitator: Brian Beatty,

36-SR

Creating Cross-Cultural Customized Instruction with Rapid Prototyping: A Case Study Linking Design and Development with Learning and Performance  
Presented by: Monica Tracey, Wayne State University; Kelly Unger, Wayne State University  
Contributor(s): Valerie Morgan, Oakland University; Adnan Alwadie, Wayne State University; Michael R. Scadron, Grubb & Ellis/Gulf States Reality Advisors, LLC

In an authentic example of linking design and development with learning and performance, an international real estate
development firm defined a problem; implementing a cleaning system in the largest mall in the world with a cross-cultural unskilled labor force. Partnering with a university design team utilizing instructional design, rapid prototyping, and culturally sensitive principles, a comprehensive curriculum was designed. This session will describe the design problem; instructional solutions; and the results of those solutions.

**Transforming Learning and Instruction**

*Time: 2:15 PM - 3:15 PM*

*Location: Walnut*

*Facilitator:* Zhigang Li,

36-WT

.a  **Constructs for Personal Learning Environments in Web 2.0**

*Presented by:* Chih-Hsiung Tu, Northern Arizona University

*Contributor(s):* Michael Blocher, Northern Arizona University; Cherng-Jyh Yen, Old Dominion University

Web 2.0 technologies empower learners to create personalized and community-based collaborative environments. Social networking technology affords learners to weave their human networks through active connections to understand what we know and what we want to know. Social acts that bring out identities, awareness, relationships, connections, and interactions among and between learners, are necessary for interactive learning. Learning should be grounded from self-presentation to personalized learning space to collaborative community learning. Participatory Web 2.0 technology accentuates the features of digital multi-modal representations, and syndications to empower the learner to manage their learning spaces. Web 2.0 learning isn’t just about integrating wiki or blog etc. It is about how individual learners orchestrate/regulate his/her Web 2.0 learning tools. The constructs of Personal Learning Environments (PLEs) in Web 2.0 are discussed in four dimensions from a theatrical metaphor, Cognitive/Scripts, Social/Actors, Networking/Stages, and Integration/Acting Dimensions, to guide further research and effective practices.

.b  **Transforming Learning and Instruction: Game Usability for Teachers Revisited**

*Presented by:* Rolando Marquez, University of Central Florida; Zhigang Li, University of Central Florida

Usability is vital when it comes to a user’s interaction and interpretation of information, directly affecting the learning experience. Educational game designers make choices regarding usability, but can teachers conduct usability testing, putting themselves in the role of their students and therefore anticipating the challenges they will face? This presentation will explore the importance of teachers conducting usability testing to improve teaching and learning, the issues surrounding the process, and its implications within education.

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36-SY

.a  **LEARNING WITH DYNAMIC GRAPHICS: A REVIEW OF THE LITERATURE**

*Presented by:* Gary J. Anglin, University of Kentucky; Shanshan Li, University of Kentucky

In this session we present results of a review of primary experimental and quasi-experimental research literature concerning dynamic instructional environments and learning that updates a review by Anglin, Vaez, & Cunningham (2004). A discussion and interpretation of the mixed results identified in the studies reviewed will be presented based on consideration of the functions that animations play in instructional materials as well as the potential roles of individual differences and interactively in animated treatment effects.

.b  **Quality of Online Interaction as a Critical Factor for Project-Based Learning**

*Presented by:* Heeok Heo, Sunchon National University; Kyu Yon Lim, Ewha Center for Teaching and Learning

*Contributor(s):* Youngsoo Kim, Ewha Womans University

This study aims to investigate the patterns and the quality of online interaction during Project-based learning (PjBL) in both micro and macro levels, and to suggest instructional guidelines for a successful PjBL in online. To achieve the purpose, PjBL was implemented with online group activities in an undergraduate course. Social network analysis and content analysis were employed to analyze online interaction during project work. Based upon the results, some instructional strategies for online PjBL were suggested.

36-WN

**Multimedia Production Membership Meeting**

*Time: 2:15 PM - 3:15 PM*

*Location: Wilkinson*

*Presented by:* Multimedia Production Division, AECT
37-BM
The ETR&D Distinguished Development and Young Scholar Award Presentations:
Time: 3:30 PM - 4:30 PM
Location: Beckham
Presented by: ETR&D Joint Editorial Board; Markus Hohenwarter, Florida Atlantic University; Brian Belland, Utah State University

Facilitator: Steven M. Ross, University of Memphis
The ETR&D Joint Board are pleased to sponsor the Distinguished Development and the Young Scholar winning presentations based on their award-winning research and development. Discussant for the Distinguished Development Presentation is J. Michael Spector; Discussant for the 2008 Young Scholar Presentation is Steven M. Ross. Distinguished Development Award: GeoGebra - Free, Open Source Dynamic Mathematics Software with a World-wide User. Presented by: Markus Hohenwarter, Florida Atlantic University; The Young Scholar Award Presentation: A Scaffolding Framework to Support the Construction of Evidence-based Argument Among Middle School Students. Presented by: Brian Belland, Purdue University.

Transforming Learning and Instruction
Time: 3:30 PM - 4:30 PM
Location: Brown
Facilitator: Patrick Lowenthal, Univ. of Colorado Denver

37-BN
Machines and Distant Networks: Best Practices for Using Virtual PC in an Online Class
Presented by: Lessell (Marty) Bray, University of West Georgia
Virtualization allows a computer to simulate multiple virtual computers, including web servers and Linux workstations, with little or no modification to the host. This provides online course instructors with a powerful tool that can help them teach a wide range of subjects including web development and PC troubleshooting. This session will explore different Virtualization scenarios using Virtual PC and recommend best practices for implementing them in an online class.
http://www.westga.edu/~mbray

Roundtable Sessions
Time: 3:30 PM - 4:30 PM
Location: Coe

37-CE
.a Promoting Pre-service Teachers’ Instructional Multimedia Design Skills by Collaboration with School Districts using Lernen durch Lehren (LdL) Approach
Presented by: Contributor(s): Sanghoon Park, Northwestern State University; Jung Lim, Northwestern State University
As an effort to search for a strategy to promote multimedia design skills, this paper examined the effects of a multi-level ‘learning by teaching’ approach in a multimedia design training on pre-service teachers’ skill acquisition and attitude. 16 pre-service teachers participated in ‘Multimedia design’ training sessions using Macbook multimedia authoring tools and taught the same design tools to nine middle school classes after the training was completed. The findings showed that the multi-level ‘learning by teaching’ model was an effective strategy to improve pre-service teachers’ multimedia design skills, but pre-service teachers’ attitude toward the training was moderate. Follow-up interview indicated that pre-service teachers are satisfied with the outcome of this training and would highly recommend this training to other teacher candidates.

.b Evaluating district-created, ‘just in time’ online professional development for teachers.
Time: 3:30 PM - 4:30 PM
Location: Coe
Presented by: Todd Kisicki, Scottsdale Unified School District
Our instructional technology team has spent the past two years developing “just in time” online professional development opportunities for the teachers of a larger urban school district in the southwest United States. The development of these courses has included ongoing evaluations by various stakeholders. This session will provide an overview of our approach, share results of our evaluations, and provide recommendations for developing online professional development courses for school districts.

.c A Cross Cases Analysis of Computer Use among ELL University Instructors in Taiwan
Time: 3:30 PM - 4:30 PM
Location: Coe
Presented by: Wan-Lin Yang, University of Wisconsin-Madison
Contributor(s): Michael Thomas, University of Wisconsin-Madison
In this paper, we investigate Taiwanese college English Language Learning (ELL) instructors’ central concerns regarding technology implementation for instructional purposes as well as the actions they take in response to top-down decisions in terms of technology implementation. The interplay of teachers’ beliefs, actions, and the context in which they are situated are discussed.
**Time:** 3:30 PM - 4:30 PM  
**Location:** Coe  
**Presented by:** Lee Daniels, E TN State Univ  
**Contributor(s):** Blake Snider, E TN State Univ  
This session will report on the findings of a unique pilot study to examine the use of the Amazon Kindle as a textbook for a required English literature course at a regional university. A unique partnership between the authors and Pearson Higher Education provides the opportunity to investigate the efficacy and efficiency of the Amazon Kindle e-reader as a textbook delivery system for higher education institutions.

.e Student Characteristics X Treatment Interaction Effects on Ninth-Grade Students' Mathematics Achievement in Digital Game-Based Learning  
**Time:** 3:30 PM - 4:30 PM  
**Location:** Coe  
**Presented by:** Deniz Eseryel, University of Oklahoma; Dixie Swearingen, University of Oklahoma  
This study investigated student characteristics (gender, ethnicity, and social class) x treatment interaction effects on students' mathematics achievement in student-centered digital game-based and teacher-centered classroom-based learning environments. 349 ninth-grade students in a rural high school in the Midwest were randomly assigned to either treatment or control group. Standards-based mathematics tests with parallel items were administered as pretest and posttest. Findings and the implications for design and implementation of digital game-based learning environments are discussed.  
[http://www.denizeseryel.com/Site/Presentations.html](http://www.denizeseryel.com/Site/Presentations.html)

.f PETS: An Easy Way for Teachers to Think About Technology Use  
**Time:** 3:30 PM - 4:30 PM  
**Location:** Coe  
**Presented by:** Betty Ebrecht, University Northern Colorado  
This round table session will focus on four distinct ways teachers use technology in their classrooms. Rather than thinking of technology use as one large analogous group, the PETS acronym breaks it down into useful categories. By using this simple framework, teachers are productively able to categorize and think about their use of technology when planning, designing developing, and implementing their instruction.

.g Digital Archives: New Resources for Learning  
**Time:** 3:30 PM - 4:30 PM  
**Location:** Coe  
**Contributor(s):** Andrew Smith, Georgia State University  
This presentation looks at free digital resources from around the world, with particular reference to newly available and enhanced collections. Resources with integrated lesson plans or curriculum links will be highlighted, as well as those with strong multicultural holdings. Resources range from kindergarten through high school and college levels. The presentation will be of interest to teachers, media specialists, and those concerned with professional preparation in those fields.

.h The Many Facets of the Digital Divide and What Can Be Done About them  
**Time:** 3:30 PM - 4:30 PM  
**Location:** Coe  
**Presented by:** Temba C. Bassoppo-Moyo, Illinois State Univ  
What is the digital divide? Is it as simple to explain as what most writers and researchers have argued? This paper addresses multi-faceted issues that examine the digital divide in micro and macro-level organizations. It also examines some of the possible solutions that can be applied to bridge this gap.

.i Online Study and the Low-Income Working Student: An Exploratory Study  
**Time:** 3:30 PM - 4:30 PM  
**Location:** Coe  
**Presented by:** Angela Benson, The University of Alabama  
**Contributor(s):** Carolyn Starkey, University of Alabama  
The purpose of this study was to describe the experiences of low-income working adult students who are enrolled in online undergraduate study. This research is important because of the challenges these students face in achieving the postsecondary education necessary to lift them from the ranks of the low-income.

.j Applied sociology for the workplace: Using cases situated in management activities to promote argumentation among students in an introductory sociology course  
**Time:** 3:30 PM - 4:30 PM  
**Location:** Coe  
**Presented by:** Holly Henry, University of Missouri  
This study examines the effect on learning outcomes of the use of a case-based problem solving activity situated in typical managerial decision-making scenarios designed to help learners enhance argumentation skills and apply sociological concepts in ‘real world’ problem-solving. Implications for practice include design considerations for ill-structured problem solving activities in both school and workplace classrooms as well as ideas for using ‘real world’ cases to demonstrate the practical application of academic topics.
Reflective Papers

Time: 3:30 PM - 4:30 PM
Location: Coe

37-CE

.p Crawling the Web in Search of Instructional Technology Programs
Presented by: Kenneth Luterbach, East Carolina University
Contributor(s): Diane Rodriguez, East Carolina University
Maintaining a list of current Instructional Technology programs has required considerable human effort and cooperation with personnel at institutions offering the programs. This work seeks to eliminate the need to expend human effort on this task by creating webcrawling software. The initial webcrawler has visited the websites of over 1900 colleges and universities in the USA and has generated an initial list of Instructional Technology programs. We discuss the challenges and results of this work.

.p Organizational Support for the Adoption of Educational Technology
Time: 3:30 PM - 4:30 PM
Location: Coe
Presented by: David Stone, Southern Polytechnic State University
The selection of educational technology to support student learning in higher education is often implemented as stand alone solutions to individual problems within a university. A systems view of the university’s enterprise systems can reduce silos of technology, and that provide economy of scale, both in support costs, as well as in training and management. Acting as an action researcher, with the role as an internal consultant, a technology integrator can help identify efficiencies and solutions to common problems faced by instructors and institutions. Building support structures for faculty to support the adoption of technology, as well as encouraging individual adoption and evaluation of technology by faculty, can help faculty determine the usefulness of technology in education.

.p Building a Free Courseware Community Around an Online Software Testing Curriculum
Time: 3:30 PM - 4:30 PM
Location: Coe
Presented by: Rebecca Fiedler, Indiana State University
Contributor(s): Cem Kaner, Florida Institute of Technology; Scott Barber, Executive Director, Association for Software Testing
The project team is adapting a rich collection of Creative Commons academic materials (video lectures, slides, and assessment materials) in a course on Black Box Software Testing (BBST) for a professional audience. Join us to discuss the ongoing challenges of training others to use open education resources and fostering adaptation and implementation across the academy and industry. Get acquainted with an online professional development model that we’re using.

.p Evaluating the Effectiveness of an REU Program: A Partnership of Computer Science and Education faculty
Time: 3:30 PM - 4:30 PM
Location: Coe
Presented by: Theresa Cullen, University of Oklahoma
Contributor(s): Andrew Fagg, University of Oklahoma; Amy McGovern, University of Oklahoma
This paper will report on the challenges that were faced in evaluating a small (10 student) undergraduate research program for the NSF. Methods used and results will be shared, as well as how those results informed a change in the evaluation plan for future years of evaluation to make the results useful to the REU faculty and more informative for future program development.

.p Putting Dale Carnegie Online: A Case Study
Time: 3:30 PM - 4:30 PM
Location: Coe
Presented by: Anthony Pina, Sullivan University System
Contributor(s): Peggy Muller, Sullivan University System; Cathy Crick, Sullivan University System
For more than half a century, Dale Carnegie training has been one of the most recognizable brands in the corporate world—renowned for face-to-face, mentor-based and highly interactive training. In this presentation, the development of the first online Dale Carnegie course, ‘Leadership Training for Managers,’ will be described as a case study on how to take an established face-to-face course and experienced facilitators and create an effective online learning experience.

.p Exploring Convergence and Crisscross between Instructional Technology and Human Resource Fields
Time: 3:30 PM - 4:30 PM
Location: Coe
Presented by: Seung Won Yoon, Western Illinois University
Contributor(s): Yonjoo Cho, Indiana University
Many scholars in the field of Instructional Design and Technology (IDT) support that structured learning and instruction are limited to enhancing learners’ skills, knowledge, and attitudinal gaps; therefore, integration of non-instructional solutions, particularly performance technology and informal learning is important (Rosenberg, 2006). Our diagnosis of the current IDT literature indicates that more convergence and crisscross need to happen between IDT and Human Resource (HR) fields, especially Human Resource Development (HRD) and Human Resource Management (HRM). Core principles established from these fields will add more systemic and holistic approaches to learning and design. For this, the session introduces major practices and issues of HR fields and their potential implications to IDT.
http://www.wiu.edu/users/sy101/aect09/AECT09-IDTandHRfields.html
Approach

Solving Design Problems: A Thematic Narrative

.b  Novice Designers’ Reflective Thinking When solving Design Problems: A Thematic Narrative Approach

Time: 3:30 PM - 4:30 PM
Location: Coe
Presented by: Rolando Marquez, University of Central Florida; Zhigang Li, University of Central Florida

Despite the high value of technology, its adoption and usage within the field of education has been a widely debated subject. Many lament the lack of technology-rich teaching strategies in use given the capital invested in creating an infrastructure. So, what factors affect the choices of media that educators use? This presentation will explore the factors that affect the choice and use of technology in higher education through the use of Cultural Historical Activity Theory.

.p  Technology Integration in Elementary Classrooms: A Descriptive Study of Access, Use & Pedagogy

Time: 3:30 PM - 4:30 PM
Location: Coe
Presented by: Michael Grant, The University of Memphis; Clif Mims, The University of Memphis

Calls for increased use of technology in elementary classrooms have not gone unanswered. However, recent research findings report little technology integration with computers. This descriptive study looked to explore to what extent and in what ways technology is integrated into elementary classrooms. Findings corroborate previous dated research that technological integration remains critical in the debate to whether teachers will integrate computers for teaching and learning.

Roundtable Sessions

Time: 3:30 PM - 4:30 PM
Location: Carroll-Ford (a)

37-CF

.a  Distance Education: Evil or a Godsend?
Presented by: Dr. Diana L. Williams, Arkansas State University; Jamae Allred, Arkansas State University; Trey Martindale, University of Memphis

This presentation will discuss issues such as the technologies used in distance education, the issues surrounding the topic as well as some of the pitfalls and advantages. Participants will be expected to be actively engaged throughout discussion in order to include some of the real-life experiences that they have incurred.

.b  Novice Designers’ Reflective Thinking When solving Design Problems: A Thematic Narrative Approach

Time: 3:30 PM - 4:30 PM
Location: Carroll-Ford (b)
Presented by: Yi-Chun Hong, The University of Georgia

Reflective thinking has been deemed as a critical element in facilitating the process of solving design problems. Yet, few studies have empirically investigated how novice designers (i.e. college students) in practice reflect while solving design problems. Through the data collected and analyzed from the qualitative thematic narrative approach, the elements that drive novice designers to reflect, their reflective process, the impacts from their reflection, and their understandings of reflective thinking are demonstrated.

.c  The Effect of Word-of-Mouth on evaluation of E-learning Courses
Time: 3:30 PM - 4:30 PM
Location: Carroll-Ford (c)
Presented by: Misun Park, Korea University; Innwoo Park, Korea University

Contributor(s): Minjung Cha, Korea University

Word-of-Mouth (WOM) has been found to be useful, especially on Internet. WOM may have a great impact on the customers’ choice of e-learning courses. Word-of-mouth has been classified into two types, positive and negative. This study aimed at identifying effects of WOM on students’ evaluation of e-learning contents, and the differences of the effect depending on the types of WOM. It would help e-learning developers understand consumers’ behavior and produce better e-learning courses.

.d  Implementation of an Online Social Annotation System in a College English Course
Time: 3:30 PM - 4:30 PM
Location: Carroll-Ford (d)
Presented by: ChanMin Kim, University of Georgia; Anne Mendenhall, Florida State University; Tristan Johnson, Florida State University

Contributor(s): Gareth Euridge, Tallahassee Community College

This study was conducted to investigate students’ perceptions of the technical and pedagogical usability of an online social annotation system, HyLighter, as well as its effects on their motivation and achievement in a college English course. Findings are discussed as well as future research directions are recommended.

.e  Conducting Design Research as Doctoral Students: Process and Lessons Learned
Time: 3:30 PM - 4:30 PM
Location: Carroll-Ford (e)
Presented by: Eunjung Oh, University of Georgia; Ying Liu, University of Georgia

Contributor(s): Thomas Reeves, University of Georgia

Recently, much attention has been given to design research in the Educational Technology field. Even though it requires a longer and more intensive commitment to disciplined inquiry than some other research approaches and the field is still working to establish a shared foundation for this approach, we believe that it is important for young researchers such as doctoral students to learn more about design research. We...
believe that design research is feasible for dissertation study if doctoral students aspire to do so and plan ahead. In this paper, we would like to share two doctoral students’ experience of design research during their doctoral program by reflecting on the process and lessons that we learned through our mistakes and struggles.

Virtual Laboratories and Simulations: Creating Active Learning in the Biology Classroom
Time: 3:30 PM - 4:30 PM
Location: Carroll-Ford (f)
Presented by: Tracey Stuckey-Mickell, Northern Illinois University
Contributor(s): Bridget Stuckey-Danner, Olive-Harvey College

During this interactive session, the presenters will explore the use of virtual laboratories and simulations in the post-secondary biology classroom. Presenters will discuss current literature in the field and demonstrate how one presenter uses virtual labs and simulations to enhance active learning in the biology classroom and discuss preliminary results from student perception research. Finally, the presenters will discuss plans for future research on virtual biology labs and simulations for classroom use.

Open Source and Bridging the Digital Divide
Time: 3:30 PM - 4:30 PM
Location: Carroll-Ford (g)
Presented by: Heidi L. Schnackenberg, SUNY Plattsburgh
Contributor(s): Edwin S. Vega, SUNY Plattsburgh

This presentation will address open source and the Digital Divide. Open source discussions will include current literature, examples of operating systems and software, with cursory attention to free or nearly-free hardware (One Laptop Per Child, etc.). The Digital Divide will be addressed in the context of technological access and acquisition for the general population, as well as for business and school/higher education. Lastly, future directions of these currently cutting edge technologies will be addressed.

Time and Responsibility: Examining the Volunteer Workload of School-based Personnel in one Distance Education Program
Time: 3:30 PM - 4:30 PM
Location: Carroll-Ford (h)
Presented by: Michael Barbour, Wayne State University
Contributor(s): Dennis Mulcahy, Memorial University of Newfoundland

Historically, K-12 distance education in Newfoundland & Labrador largely worked due to the widely known, but rarely documented content-based assistance from school-based personnel. Currently, more rural schools find they must rely upon distance education to offer academic-level courses to students with a wide range of abilities, creating new responsibilities for teachers that have also gone undocumented. This study will document the duties and time required to provide support for this new model of distance education.

Evaluating Online Boating Safety Courses: Are they Usable?
Time: 3:30 PM - 4:30 PM
Location: Carroll-Ford (i)
Presented by: Joi Moore, University of Missouri; Camille Dickson-Deane, University of Missouri
Contributor(s): Krista Galyen, University of Missouri; Margarida Washburn, University of Missouri; Dinara Saparova, University of Missouri; Gail Kulp, NASBLA

Courses that primarily present course manuals in an online format are typically self-directed and independent. The evaluation of these types of courses is not as prevalent as online training and education courses that include human interactions and system feedback. Our project focused on the usability evaluation of boating safety education courses and how the information was presented and organized. The findings will provide insight to delivery and presentation standards for the governing boating education organization and individual state providers.

Integrating Self-monitoring Prompts in Online Course Lessons
Time: 3:30 PM - 4:30 PM
Location: Carroll-Ford (j)
Presented by: Bruce Harris, Western Illinois University
Contributor(s): Reinhard Lindner, Western Illinois University

This presentation will discuss the effects of using different strategies for promoting students’ use of self-monitoring strategies in an online learning environment. The results of two studies investigating the effects of embedding different types of self-monitoring prompts in online lessons will be summarized.

A Design Based Research Investigation of a Learning Environment Designed to Support a Set of Reading Strategies - Results from an Early-Stage Study
Time: 3:30 PM - 4:30 PM
Location: Carroll-Ford (k)
Presented by: Khusro Kidwai, Pennsylvania State University

I will discuss findings from a design study carried out in the early stages of the development of a Web 2.0 learning environment that is designed to support a set of five reading strategies. This study was the first in a series of design based research studies that informed the design and development of the learning environment. This particular study focused on the ‘text-macrostructure’ strategy which allowed readers in the learning environment to chunk a long essay into smaller pieces or sections (tabs on the interface). The goal of the design study was to use a paper-based prototype of the learning environment to understand how readers use the strategy.

Using Internet Applications to Enhance Formative Assessment and In-Class Discussion
Time: 3:30 PM - 4:30 PM
Location: Carroll-Ford (l)
Presented by: Gerry Swan, University of Kentucky

Face to face discussion is a significant part of many courses. While there are many ways to provide accountability for
reading, these approaches can result in extra grading and are not necessarily leveraged by the instructor in guiding and structuring the in class discussion. In this paper, I discuss the initial implementation of an opensource platform that provides the opportunity to utilize reading quizzes in a formative manner through color-coded displays.

.m How Do Learners Interact in Wiki? An Interaction Analysis in an Online Graduate Level Proposal Writing Course
.Time: 3:30 PM - 4:30 PM
.Location: Carroll-Ford (m)
.Presented by: Wenhao Huang, University of Illinois at Urbana-Champaign
.Contributor(s): Kazuaki Nakazawa, Yuan-Ze University

This empirical study investigated how twelve online graduate students interacted with their peers (L-L) and the instructor (L-I) while using Moodle Wiki to write grant proposals. Contrary to general assumptions, no significant difference was found between L-L and L-I interaction levels in Wiki. Learners’ communications external to Moodle Wiki in order to sustain the grant writing process might contribute to such finding due to the collaborative knowledge development process was not mediated via Wiki.

.n The Relationship Between Practice Strategy, Study Habits, and Students’ Self Reported Recall of Course Concepts.
.Time: 3:30 PM - 4:30 PM
.Location: Carroll-Ford (n)
.Presented by: Jared Danielson, Iowa State - Dept. of Veterinary Pathology
.Contributor(s): Kevan Flaming, Iowa State University; Serkan Toy, Iowa State University

In real world classrooms, what is the relationship between the study activities the teaching strategies produce, timing and quantity of study, and resulting recall? This study explores how 109 veterinary students studied in four simultaneous required courses all focusing on some aspect of clinical problem solving. Planned study activities produced better reported recall of course content than unplanned ones, and more frequent assessments produced more regular and greater quantities of study than less frequent assessments.

.o A Review of Factors Impacting Online Healthcare Education: Guidelines for Enhancement
.Time: 3:30 PM - 4:30 PM
.Location: Carroll-Ford (o)
.Presented by: Jun Fang, Purdue University
.Contributor(s): Scott Shaffer, Purdue University

This literature review investigates and classifies key content delivery methodologies and user characteristics that are believed to have high impact on the quality of online healthcare education. This presentation will identify and scrutinize content delivery methodologies (e.g., information delivery technologies, health assessment tools) and the characteristics (e.g., age, physical and psychological conditions) of patients, care providers and professionals as users. This information will inform the instructional and graphic design of learning systems for this population.

Reflective Papers
.Time: 3:30 PM - 4:30 PM
.Location: Carroll-Ford (r)

37-CF
.p Lessons Learned from Developing a Knowledge Transfer Measurement Instrument and Methodology
.Presented by: John Gonzalez, Syracuse University

This proposal reports a work in progress detailing the development of an instrument to measure transfer of knowledge, and compares the use of two distinct methodologies and definitions used to detect and measure knowledge transfer in 5th and 6th grade students participating in an after-school club. Multiple data sources combined with the research team reflections and journal logs provide insight about study design and instrument development in the topic of transfer.

.p Preparing Teachers to Use Assistive Technologies: An Exploratory Study
.Time: 3:30 PM - 4:30 PM
.Location: Carroll-Ford (q)
.Presented by: Susie Gronseth, Indiana University; Thomas Brush, Indiana University

As a result of the movement toward inclusion in American schools, more than half of special education students are now being educated in general education classrooms, with many of these students using specialized technologies to assist them in their learning. This session will present preliminary findings of a study that uncovered how regular education teachers are prepared to use such technologies with special education students in their classes.

.p Using Activity Systems Analysis to Evaluate the Implementation of Science Curriculum at Multiple Illinois Schools
.Time: 3:30 PM - 4:30 PM
.Location: Carroll-Ford (p)
.Presented by: Jason McGraw, Northern Illinois University; Lisa Yamagata-Lynch, Northern Illinois University

This is a Category 2 work in progress about an urban ecology curriculum developed through a funded project and was implemented in Chicago metropolitan area classrooms. We used activity systems analysis to compare how the implementation of the curricular materials differed among seven schools with a total of ten teachers during 2007 to 2009. Additionally, we are extending our work after the grant support ends to evaluate how teachers sustain the implementation of the curriculum.

.p Validity & Utility of an Integrative Theory of Motivation, Volition, Learning, and Performance
.Time: 3:30 PM - 4:30 PM
.Location: Carroll-Ford (s)
.Presented by: John Keller, Professor

There are many challenges to developing integrative theories that facilitate cross-discipline research and development, but there are examples of this kind of work and they have led to the theory described in this presentation. Called
the Motivation, Volition, and Performance (MVP) theory, it integrates psychological and design variables and promotes cross-discipline research and development. After describing this theory and the systems model representing it, this presentation will describe recent enhancements to it, validational research, and recommendations for research and development projects.

Online Student Course Evaluation Systems: Effective Strategies and Best Practices

**Time:** 3:30 PM - 4:30 PM  
**Location:** Carroll-Ford (t)  
**Presented by:** Mark Millard, Indiana University; Peter van Leusen, Indiana University  
**Contributor(s):** Karen Hallett, Indiana University; Firat Soylu, Indiana University

The study evaluates online course evaluation systems and explores faculty and student experiences, perceptions, and preferences for evaluation. In addition, traditional constructs such as response rates, quality of responses, and access are also evaluated. Results of the study provide an effective basis for institutional decision-making, and provide practical evidence for assuring the best course evaluation data possible. Experiences and best practices for implementation of online student course evaluations in higher education will also be highlighted.

Teaching and Student Learning CAN Be Improved Using Mid-Course Evaluations: More Than 100 Faculty Tell How

**Time:** 3:30 PM - 4:30 PM  
**Location:** Carroll-Ford (u)  
**Presented by:** Russ Osguthorpe, Brigham Young University  
**Contributor(s):** Whitney McGowan, Brigham Young University

Many faculty struggle with their teaching performance. What if teaching performance could be improved by using a mid-course evaluation tool? What if even greater improvement could be made when faculty use the tool, discuss the feedback, and make changes? The presenters will show how 100 faculty perceived that they significantly improved their teaching and student learning by using mid-course evaluations. Data comes from faculty and student surveys, online ratings, debriefing sessions, and 30 case studies.

Presidential Session

**Time:** 3:30 PM - 4:30 PM  
**Location:** Cochran

Competencies for Those Responsible for Learning, Instruction, Training, and Performance: the International Board of Standards for Training, Performance and Instruction (ibstpi)

Presented by: Tiffany Koszalka, Syracuse University; Robert Reiser, Florida State University; Barbara Grabowski, Pennsylvania State University  
**Contributor(s):** Marcie Bober-Michel, San Diego State University; Katsuaki Suzuki, Kumamoto University

The International Board of Standards for Training, Performance and Instruction (ibstpi) was founded as a non-profit professional organization as a result of a joint AECT/NSPI (now ISPI) task force for the purpose of developing standards for professional practitioners in the areas of training, performance and instruction. In this session, the panel will discuss the latest development and validation work of ibstpi. The session will begin with an overview of ibstpi’s strongly held beliefs about competency development, and a description of the over 400 users of the competencies around the world. Representative directors of the board will engage the audience in a discussion of emerging and new competencies for instructional designers, and solicit reaction to the conceptualization of the knowledge, skills and attitudes of a successful and competent online learner. The session will conclude by seeking recommendations for other competency sets that should be pursued in the future.

Technology Integration

**Time:** 3:30 PM - 4:30 PM  
**Location:** Clements  
**Facilitator:** Peter Rich, Brigham Young University

37-CS

The Level of Pedagogical Content Knowledge During Video-based Problem Solving

**Presented by:** Ugur Kale, West Virginia University; Pamela Whitehouse, West Virginia University

**Contributor(s):** Sharon Hayes, West Virginia University

This study examined the effects of different presentation of an online video classroom case on pre-service teachers’ level of pedagogical content knowledge (PCK) elicited during problem solving. A total of fourth year 85 pre-service teachers participated in the study. The preliminary analysis revealed that the order of videos in Full condition compared to other two conditions elicited a higher level of PCK of pre-service teachers during problem solving. The results of full data analysis will be included in the final presentation. [http://community.wvu.edu/~uk003/figure1.JPG](http://community.wvu.edu/~uk003/figure1.JPG)

37-CN

Technological Pedagogical Content Knowledge (TPCK) as a Curriculum Model for Middle Level Education

**Presented by:** David Carbonara, Duquesne University

This presentation will discuss the characteristics of the middle school learner and successful practices of the curriculum at that level. Next, a curriculum model, based on technological pedagogical content knowledge will be presented. Finally, a model of designing curriculum for middle level students will be presented that is based on technological pedagogical content knowledge (TPCK).
37-DD
.a SimTIE-Math: A Simulation-Game on Technology Integration for Mathematics Learning
Time: 3:30 PM - 4:30 PM
Location: Dogwood
Presented by: Rod Myers, Indiana University; Ted Frick, Indiana University

SimTIE-Math is a simulation-game for preservice teachers designed to improve their ability to select learning activities in elementary-level mathematics that maximize student task success and learning achievement. We will discuss our design decisions and process, including the rationale underlying our selection of theories that inform our work, our iterative process of paper prototyping and play-testing, and our ongoing work on creating and evaluating the digital version.

.b What are Our Students Leaving With? The Development of a Technology Integration Course for Pre-service Teachers
Presented by: Shadow Armfield, Northern Arizona University
Contributor(s): Michael Blocher, Northern Arizona University; Laura Sujo-Montes, Northern Arizona University

This presentation will provide a description of the redesign and implementation of an undergraduate educational technology course with the purpose of preparing professionals to integrate technology supportive of pedagogy and content. Participants will receive a description of the course redesign and preliminary analysis of data describing student perceptions of the instructional climate and their readiness for the profession.

Social Networking and Distributed Media
Time: 3:30 PM - 4:30 PM
Location: Fields
Facilitator: YI YANG, Franklin University

37-FS
Meeting the Challenge of Community: Online Social Networking to Facilitate Online Distance Learning
Presented by: Shelly Wyatt, University of Central Florida
Contributor(s): Janet Daugherty, University of Central Florida

Standard courseware tools (e.g., chat, email, discussion) often don’t foster relationships in distance learning classes with the same dynamics and connectedness found in traditional classrooms. As today’s digital learners are adept users of social networking sites (e.g., Facebook, MySpace), these applications require further investigation for use in distance learning. This presentation illustrates how to integrate a popular Web 2 do-it-yourself social networking tool into instruction for secondary and post-secondary distance learning courses.

Information and Communication Technology (ICT) use in Higher Education
Time: 3:30 PM - 4:30 PM
Location: Grand Ballroom A
Facilitator: Karen Kaminski, Colorado State University

37-GA
.a An Investigation and Comparison of Students’ and Instructors’ Perspectives of ICT Use in Higher Education
Presented by: Turkan Karakus, Middle East Technical University; Ismahan Arslan-Ari, Texas Tech University; Kursat Cagiltay, Middle East Technical University
Contributor(s): Erman Uzun, Middle East Technical University; Ali Gok, Middle East Technical University; Soner Yildirim, Middle East Technical University

Recognizing perspectives of the members of university ensure success of ICT implementation. This study aims to compare and define some issues related ICT use and expectations of students and instructors. 1282 undergraduate students and 211 instructors were participated in surveys. Results showed that instructors have low expectancy while students have a higher expectancy related bringing of ICT in education. Students want both in-class and online technologies while instructors believe that important need is in-class technologies.

.b A Case Study of Developing ICT Skills for Faculty
Presented by: Karen Kaminski, Colorado State University; Kristi Frush, Colorado State University; John Hill, Colorado State University

Workforce readiness appears to be on every educational agenda. Interpreting this as ‘ensuring our students have the technology skills required for the fields of education and training’ we selected the Wiki as a way to not only provide up to date information for our learners but to give our faculty practice in using the tool. This session discusses the design, development, and use of a program wiki from the perspective of administrator, instructor, and student.

User-Design and Stakeholder Participation
Time: 3:30 PM - 4:30 PM
Location: Holly
Facilitator: Brian Beabout, Univ. of New Orleans

37-HY
.a User Design: A Case Study on Corporate Change
Presented by: Raymond Pastore, Penn State University; Ali Carr-Chellman, Penn State University

The purpose of this study was to examine the effects of user-design within the corporate culture. Using a case study approach, this study explored the change process within an organization, the role users held in the design process, and the effects on the entire system. The current study revealed...
both the advantages and disadvantages associated with the implementation of user design in the corporate environment and illustrates an example of its successful application.  
http://raypastore.com/AECT2009

.b  A Disadvantaged and Marginalized Alternative School’s Culture of Learning and Its Role in a District Wide Change Effort

Presented by: Sunnie Watson, Ball State University

Systemic school change efforts in school districts are committed to, and strive to change school culture so that schools meet all learners’ needs rather than only the majority of learners’ needs. However it is likely to overlook the special attention these disadvantaged and marginalized student bodies need in the process of educational change, as disadvantaged student groups are typically isolated, either physically, psychologically or both, from the rest of the learning community, it can be difficult for their voices to be represented and their needs recognized in a change effort that involves the rest of the mainstream learning community.

37-LN
GSA: Starting a New Journal
Time: 3:30 PM - 4:30 PM
Location: Laffoon
Facilitator: Jesse Strycker, Indiana University
Presented by: Elizabeth Boling, Indiana University

Have you ever wondered what kinds of decision go in to the process of starting a new academic journal? This new journal, which started as a Design and Development division proposal, will focus on Instructional Design Cases. This session in an opportunity to talk with the editor about the processes behind starting a new journal and the kinds of decisions needed to sustain it.

Technology Integration
Time: 3:30 PM - 4:30 PM
Location: Maple
Facilitator: Maria D. Avgerinou, DePaul University

37-ME
.a  Developing Teacher Professional Identity through Literacy, Design, and Technology: A Means for Engaging Preservice Teachers as Future Agents of Transformative Teaching and Learning

Presented by: Jennifer Brill, Virginia Tech University

This study is aimed at understanding how professional identity expression through varied literacies, foundational concepts of design, and diverse technologies inform preservice teacher identity. The research design uses preservice teacher professional statement of identity artifacts and a Web-based survey to explore both the products and processes of professional identity evolution. I will present study findings, the processes and tools employed to scaffold preservice teacher statement of identity development, and sample text, visual, and Web artifacts.

Learning Theories
Time: 3:30 PM - 4:30 PM
Location: Morrow
Facilitator: Judith A. Duffield, Lehigh University

37-MW
.a  Higher Order Thinking Skills in an Online Graduate Program: The Set up and Collection of Baseline Data
Presented by: ; Chih-Hsiung Tu, Northern Arizona University; Shadow Armfield, Northern Arizona University
Contributor(s): Laura Sujo-Montes, Northern Arizona University; Michael Blocher, Northern Arizona University

This study aims to collect and analyze baseline data to determine whether an online graduate degree offered by a southwestern university increases the use of critical thinking and analytical reasoning in its participants. This determination is of importance because the graduate program serves mostly inservice teachers. Being able to teach in a way that targets higher order thinking skills is part of the 21st Century Skills and a skill that is demanded in the global economy.

.b  Integrating Technology for Higher-Order Tasks: Current Practices and Barriers
Presented by: Pi-Sui Hsu, Northern Illinois University

In the past two decades, educators have witnessed a growing concern for preparing teachers to integrate technology into instruction in K-12 schools. It is believed that teacher integration of technology into instruction for higher-order tasks will ultimately lead to increased student learning (ISTE, 2002, 2005; Nonis & O’Bannon, 2002). However, a number of research studies (Barron et al., 2003; Cuban et al., 2001; Ertmer, 2005; Newman, 2002; U.S. DOE, 2003) have reported that the majority of teachers limit their classroom technology uses to low-level tasks such as using word processing for writing or utilizing computers as a free-time or reward activity. In order to understand why teachers limit their technology uses to low-level tasks, examining teachers’ current practices and barriers about technology integration is the vital first step. This research will address two major questions. First, the study will investigate what types of technology teachers integrate into their instruction, as well as when and how. Second, the study will explore existing barriers and constraints in classrooms and schools that affect teachers’ ability to integrate technology. Furthermore, I will develop survey questions, as well as conduct observation and interviews.
Reading on-screen texts.

The objective of this study is to assess the effects that the spacing of spaces following the sentence periods in text affect the students' reading comprehension and reading rate? The main research question is: What is the impact of computer-based text spacing on reading comprehension and reading rate when following a sentence period (one space, two spaces or three spaces)?

Does the formatting of the text affect the students’ reading comprehension and reading rate? The main objective of this study is to assess the effects that the spacing following a sentence period (one space, two spaces or three spaces) has on reading comprehension and reading rate when reading on-screen texts.

 CONTRIBUTOR(S): Leon Lederman, Illinois Mathematics and Science Academy

This session aims at fostering discussion on the desirability for the design of learning environments to move beyond the primary concern with competencies to mental states defined at a higher level of complexity. Such mental states, or mindsets, are typically defined in terms of a broad mix of interacting competencies, attitudes, values and metacognitive abilities. Taken together, these sets of mental faculties determine, in a holistic manner, our ways of being and acting in the world. Conscious care for the mind is increasingly required as citizens of the twenty-first century are expected to interact with complex problem situations, both professionally and in the day-to-day reality of their lives as contributing members of their societies and communities. The ‘scientific mind’ is one of a variety of mindsets. Over the past years it has been the object of study and debate among the panelists. The panel contributes to the session as panelists take a first cut at presenting their thoughts, concerns, queries and doubts. The audience will be invited to join in doing the same.

37-PR

.b Images of Hope: What does a concept look like?
Presented by: Rhonda Robinson, Northern Illinois University
Contributor(s): Rachel Xidis, Northern Illinois University

This session discusses the Images of Hope project initiated before the 2008 IVLA conference and then presented at NIU to encourage recovery for 2.14.09. Images were collected from over 50 photographers, explanations for their subject matter were submitted, and a visual database archived. This presentation shares the images and discusses the impact of the subject matter and style of photography on the intended audience members.

www.ulib.niu.edu/ HopeProject.cfm

Social Networking and Distributed Media

Time: 3:30 PM - 4:30 PM
Location: Stopher

37-SR

.a Social Media and Informal Learning Spaces for online Teaching and Learning: Making Connection in the Age of Participatory Media
Presented by: Mahnaz Moallem, UNCW School of Education

This presentation explores various aspects of social technologies used by ‘Net generation’ particularly in the context of e-learning in higher education. It re-examines online courses in order to identify where a good opportunity exists to include social and informal learning spaces and activities in formal online learning environments. It demonstrates how the results of this exploration are used to conceptualize a design framework and how the framework is used to design, develop and implement an online graduate course.

.b Novel Technology-Based Training Solutions for the Health Care Staffing Crisis: A Mentoring Approach
Presented by: Chris Salem, San Francisco State University; Brian Beatty, San Francisco State University

Traditional educational institutions often have limited resources for healthcare students, resulting in student-faculty ratios that are prohibitively large and may inhibit learning. This project engages nursing and healthcare technology students with academic tutors before the science courses begin and prepares them for learning by addressing the most challenging topics in the subject area. The project also implements a mentoring program, where students and healthcare professionals are connected via a learning management system (LMS) and online social networks during the course.

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Cross-Collaboration in an Online Instructional Project Management Class

**Time:** 3:30 PM - 4:30 PM  
**Location:** Stopher  
**Presented by:** Hoyet Hemphill, Western Illinois University; Leaunda Hemphill, Western Illinois University  
**Contributor(s):** Deng Yanrong, Western Illinois University  
**Facilitator:** K. J. Saville, Marshall University

This study used online collaboration within a graduate instructional project management course. Students swapped roles as project managers and instructional designers across different projects.

Linking Design and Learning

**Time:** 3:30 PM - 4:30 PM  
**Location:** Stanley  
**Facilitator:** Julie Moustafa, Old Dominion University

### 37-SY

**.a Instructional Design Heuristics (Rules of Thumb)**  
**Presented by:** Cindy York, Purdue University; Peg Ertmer, Purdue University  
**Contributor(s):** Nuray Gedik, Middle East Technical University, Ankara, Turkey

This study was designed to explore the heuristics (rules of thumb) experienced instructional designers use when engaged in the instructional design process. Qualitative methods were used to capture and describe individual and shared heuristics. A short video will demonstrate rules of thumb as expressed by the participants themselves.

**.b An Alternative Approach to instructional Design: Design by Constraint Placement**  
**Presented by:** Andrew Gibbons, Brigham Young University  

This paper describes an instructional design model based on a functional description of the generic instructional artifact. This approach differs from but complements the traditional process approach identified as ISD and offers three advantages: 1. Functions correspond with parts of the traditional instructional design process model, suggesting that traditional model need not be discarded. 2. Functions correspond with features of the design bringing design process closer to artifact architecture. 3. Functions correspond with divisions of instructional theory, making the application of theory to the design more straightforward.

### 37-WI

Training & Performance Member Meeting

**Time:** 3:30 PM - 4:30 PM  
**Location:** Wilson  
**Presented by:** Training & Performance Division, AECT  

Everyone is invited to the Training & Performance Division Member Meeting. If you are interested in learning more about this division or just want to network, please join us for this meeting. We will welcome new officers, review the division goals, vote on By-laws, and discuss what we are going to focus on for this upcoming year.

### 37-WN

Research & Theory Membership Meeting

**Time:** 3:30 PM - 4:30 PM  
**Location:** Wilkinson  
**Facilitator:** Lisa Yamagata-Lynch, Northern Illinois University

### 37-WT

**.a Methological Profiles Of Teachers Dealing With The Teaching/Learning Process In A Virtual Environment**  
**Presented by:** Jesus Salinas, Universidad de las Islas Baleares; Adolfina Perez, Universidad de las Islas Baleares  
**Contributor(s):** Antonia Darder, Universidad de las Islas Baleares; Francisca Negre, Universidad de las Islas Baleares

We are exposing an investigation done throughout 17 Spanish universities. We have studied the use teachers make of the virtual campus and the dynamic of the learning techniques proposed by the students. The objective was to prove if patterns were given or didactic teaching models related with different variables such as the scientific area, the period of time using the platform. The methodology has been qualitative as a result of open interviews done to 89 professors of different universities.

**.b The Effects of Embedded Lessons in Tests Activities: A Strategy for Improving Attention and a Sense of Accomplishment and Belonging in Low Achievers**  
**Presented by:** Abbas Johari, Cameron University; Mohammad Javad Liaghatdar, University of Isfahan; Jason Cobb, Cameron University; Christine Gardner, Cameron University

The purpose of this presentation is to report on a research study responding to a need for an innovative way of teaching and evaluating content that must be learned prior to carrying out Project-Based Learning activities, and that can match and sustain intrinsic motivation. The treatment “Embedded
Lessons in Tests Activities ‘ not only minimizes anxiety but provides mastery learning of complex concepts necessary to practice PBL for employing higher order learning such as problem solving. The intended audience is international colleagues and those interested in developing innovative indirect tests that are, in reality, indirect test activities for low achievers with diverse learning abilities, including ESL adult learners.

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### 38-GA

**AECT Annual Member Meeting**
**Time:** 4:45 PM - 5:45 PM  
**Location:** Grand Ballroom A  
**Presented by:** Mike Spector, University of Georgia

Join the AECT leadership as we examine the state of the organization and consider initiatives from the past and coming year. Session includes a preview of the 2008 convention, as well as presentations by candidates for President-elect and Board Member-at-Large.

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### 39-PS

**AECT Affiliates Reception**
**Time:** 6:00 PM - 7:00 PM  
**Location:** Presidential Suite  
**Presented by:** Mary Herring, Past President

Reception for affiliates of AECT.

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### 39-GB

**Relaxin’ on the River**
**Time:** 8:30 PM - 10:30 PM  
**Location:** Belle of Louisville  
**Presented by:**  
**Contributor(s):** ECT Foundation, AECT

Join the fun Friday evening, October 30, at 8:30 – 10:30 pm with the ECT Foundation and AECT Members as we cruise the Ohio River on the historic Belle of Louisville $25 Event Tickets include cruise and desserts on board.
New Media Applications
Time: 8:00 AM - 9:00 AM
Location: Beckham
Facilitator: Anthony K. Betrus, SUNY Potsdam

41-BM
.a Design and Development of a Game-based Simulation for Teacher Education
Presented by: Dirk Ifenthaler, Department of Educational Science
Contributor(s): Kristina Wieland, Department of Educational Science
Simulation has become a widely used tool for training and for research on human interaction with complex work and learning environments. The richness in the use of simulations to support learning is clearly documented in the theoretical literature and in numerous research projects. However, the use of simulations in the field of teacher education is very rare. Our presentation will focus on the design and development of a simulation for teacher education. We argue that a simulation engine should be developed using an empirically tested model. An extensive review of the literature finally revealed an appropriate empirical model for our simulation SEsim (School Efficiency Simulation).

.b Cultivating Model-Based Reasoning in the Life Sciences: Teaching Evolutionary Biology to Seventh Graders with Spore
Presented by: Michael A Evans, Virginia Tech
We present the case for the viability of using a commercial-off-the-shelf (COTS) video game, in this case Spore, as an endogenous game for teaching middle school (Grade 7) life sciences. Lehrer and Schauble’ (2006) constructs of syntactic and emergent models will be used to frame the participatory stance on learning, knowing, and doing life science. A case study of a seventh grade science teacher in southwest Virginia will highlight proximities of theory to practice.

Transforming Learning and Instruction
Time: 8:00 AM - 9:00 AM
Location: Coe
Facilitator: Jeannette Jones, American Intercontinental University - Main Campus

41-CE
.a What Can Wikipedia Tell Us About Designing Learning Communities
Presented by: Xiaoli Zhao, Lehigh University; MJ Bishop, Lehigh University
Educational researchers continually seek more effective ways to design and support group-based learning activities. One approach is to examine existing communities of practice in order to identify and extend their successful strategies to other collaborative learning environments. In this presentation, the researchers will discuss the results of a Delphi study in which they examined Wikipedia, a large-scale online encyclopedia project, and explored the social, organizational, and technical factors that support successful collaboration within that community.

.b AID: An Application of Agile Project Management Theory to the Process of Instructional Design
Presented by: David Sweeney, Texas A&M University
Contributor(s): Lauren Cifuentes, Texas A&M University
Instructional design methodologies have described in detail models for designing effective instruction. However, these frameworks focus on managing the model rather than the process. This presentation will demonstrate an application of agile project management (Agile) to the instructional design process, describe the hallmarks of Agile, and present an example from the field, describing what worked and what didn’t. The presentation will link the design and development process to instructional design performance.

.c Use of Embodied Learning Approaches in Teaching Technology
Presented by: Mark Millard, Indiana University
Contributor(s): Firat Soylu, Indiana University
From an embodied perspective, it is claimed that physical metaphors are necessary to understand abstract and high-level concepts. This idea is also supported by the recent neuroscience research providing evidence for the involvement of an overlapping sensory-motor system in high-level cognition. Embodied accounts of cognition have important implications in instructional design and education. In this paper, we focus on how physical metaphors can be used to teach technology related content, and provide examples from our teaching experience with a 200 level undergraduate technology course.
New Media Applications

Time: 8:00 AM - 9:00 AM
Location: Clements
Facilitator: Trey Martindale, University of Memphis

**41-CS**

**The Impact of Openness On The Practice of Instructional Technology**

**Presented by:** David Wiley, Brigham Young University

**Contributor(s):** John Hilton, Brigham Young University

As manifest in the OpenCourseWare movement, the idea of openness is increasingly influencing the practice of instructional technology. This paper reports on five studies examining various aspects of openness, including implications of universities openly publishing their courses, how openly publishing books affects print sales of those books, how authors and publishers view open publishing, the feasibility of creating free and open textbooks for college students, and the way open educational resources are used.

Individual Differences & Cyberbullying

Time: 8:00 AM - 9:00 AM
Location: Grand Ballroom C
Facilitator: Robert C. Wiseman, Eastern Illinois University

**41-GC**

.a **Invisible Differences: Educating Teachers for 21st Century Contexts**

**Presented by:** Nancye McCrarry, University of Kentucky

This paper details a multimedia assignment designed to address the problem of preparing apparently homogeneous cohorts of pre-service teachers to teach in highly diverse schools. Drawing from more than 300 pre-service teachers' digital family history projects, I discuss the power of multimedia to extend dialogic interaction on human diversity. In the presentation, I offer a theoretical foundation using this pedagogical approach to move teacher education students to personalize issues of diversity by examining their own differences.

.b **Cyberbullying Through the Eyes of Administrators and Teachers: What is Happening in Our Schools’**

**Presented by:** Leaunda Hemphill, Western Illinois University

**Contributor(s):** Jill Myers, Western Illinois University; Tami Roskamp, Abington School District/Western Illinois University; Laurel Borgia, Western Illinois University; Gayle Carper, Western Illinois University

Cyberbullying is becoming a major issue in K-12 schools as student use of social networking tools increase. Over 550 teachers and 133 administrators responded to a cyberbullying survey and described the cyberbullying being reported and how they are responding to the incidents. We will report on our findings and conclusions. Recommendations for increasing student and school personnel awareness of the issues will also be provided.

Cases of Systemic Change

Time: 8:00 AM - 9:00 AM
Location: Fields
Facilitator: Raymond Pastore, Penn State University

**41-FS**

.a **Systemic Transformation Efforts in the Decatur Intermediate Learning Center Academies**

**Presented by:** D Douglas Doblar, Indiana University; Charles Reigeluth, Indiana University

**Contributor(s):** Kurt Richter, Indiana University

Researchers describe a task within a systemic transformation project in which the Decatur Intermediate Learning Center (grades 5-6) forms school redesign teams comprised of teachers, parents, staff members, and administrators. Data collection is accomplished with participant-observer data and formative research methodologies. Results include both descriptive and evaluative data. Researchers offer insights about how to plan and implement successful systemic change in this setting.

.b **Communication Issues in a Leadership Team in a School District**

**Presented by:** Zengguan Chen, Indiana University

This study describes the communication practices of the Leadership Team (LT) in the Metropolitan School District of Decatur Township (MSDDT), focusing on the members’ values and beliefs on communication within the team, communication deficiencies and communication channels and sources. The purpose of the study was to improve the guidance offered by the School System Transformation (SST) protocol to the MSDDT by prescribing preventive measures that could reduce communication deficiencies in their LT.

Individual Differences & Cyberbullying

Time: 8:00 AM - 9:00 AM
Location: Grand Ballroom C
Facilitator: Robert C. Wiseman, Eastern Illinois University

**41-LN**

.a **Examination of the Effect in Different Visual Information Methods that are used in Learning Guides toward Students’ Understandings in the Artistic Research Procedure in Thailand**

**Presented by:** Watsatree Diteeyont, University of Northern Colorado

The misunderstanding in artistic research processes of the art students has become the significant problem of cental universities in Thailand for many years. The principle of the study is to investigate consequences of different formats of learning guides (an organization diagram and a numbering
Science Fully Online - Yes! It is Possible!

Dispelling The Myth of Effectively Teaching Lab models related to different variables as well as verifying if patterns were given or the virtual campus and the working dynamic they propose to the questionnaire was to describe the use professors make of professors from 17 different Spanish universities. The aim of study is about an online questionnaire answered by 782 methodologies used in the university virtual campus. The We are here presenting the results of a study carried out on Baleares; Francisca Negre, Universidad de las Islas Baleares; Barbara de Benito, Universidad de las Islas Baleares; Francisca Negre, Universidad de las Islas Baleares.

In this research, the researchers adapt HPT ten standards as a framework for teachers’ classroom management. In this survey research, the researchers will examine the current relationship between teachers use and importance perception of the HPT and class goal achievements. The researchers will collect data from 50 elementary school teachers in Korea. In the research, a questionnaire to measure HPT ten standards use and perceived importance by teachers are developed. With the use and perceived importance of the standards, level of class goal achievement will be measured from teachers as well. Other variables such as awareness of HPT by elementary school teachers and demographic data will be collected.

We are here presenting the results of a study carried out on methodologies used in the university virtual campus. The study is about an online questionnaire answered by 782 professors from 17 different Spanish universities. The aim of the questionnaire was to describe the use professors make of the virtual campus and the working dynamic they propose to their students as well as verifying if patterns were given or teaching models related to different variables.

Transforming Learning and Instruction

Time: 8:00 AM - 9:00 AM
Location: Morrow
Facilitator: Xiaoxia Huang

Dispelling The Myth of Effectively Teaching Lab Science Fully Online - Yes! It is Possible!

Presented by: Marc LaBella, Ocean County College

This presentation/workshop combines a PowerPoint presentation, actual laboratory experimentation, and a Q&A session. It focuses on three primary areas: 1. The importance of offering lab science courses completely online to meet a fast growing demand by traditional and non-traditional students for anytime, anywhere education. 2. Concrete examples and data that compare complex thinking skills, learning outcomes, and grades between online and face-to-face biology students. 3. Demonstration allowing attendees to perform a LabPaq ‘wet’ lab experiment.

Linking Design and Learning

Time: 8:00 AM - 9:00 AM
Location: Segell
Facilitator: Julie Moustafa, Old Dominion University

41-SL

.a Design Knowledge Represented as a Design Case: A Worked Example
Presented by: Elizabeth Boling, Indiana University

Contributor(s): Kennon M. Smith, Indiana University

The ‘design case’ (a representation of a product or experience that has been designed) is a common form of representing design knowledge in traditional fields of design. Different from a case study, from design/development research, and from an invented teaching case, the design case is a critical source of design knowledge largely missing from our field and unfamiliar to us. This session will present a specific example of a design case with explanatory commentary.

.b Universal Standardized Design Test: A discussion starter
Presented by: Ali Carr-Chellman, Penn State University; Khaled Alkandari, Penn State University; Raymond Pastore, Penn State University; Michael Petner, Penn State University

This session will present a Universal Standardized Design Test (USDT) which is still in it is very early stages of being tested. The purpose of this presentation is to get feedback on the concept as well as the instrumentation of the USDT. The test was developed over a period of three years of reading and synthesizing information on various aspects of design in an attempt to create an instrument that would help to identify abilities and capabilities in design skills.

Teacher Formation with Technology Integration

Time: 8:00 AM - 9:00 AM
Location: Sampson
Facilitator: Jennifer Banas, Northeastern Illinois University

41-SN

.a Preservice Teachers’ Use of the Video Analysis Tool for Formative Assessment: I Can Find the Problem, but I Still Can’t Solve It
Presented by: Benjamin Deaton, Clemson University; Cynthia Christine Minchew Deaton, Clemson University

Contributor(s): Arthur Recesso, University of Georgia

This case study examined preservice teachers’ use of a video annotation tool to self-assess their own teaching practices. To support their self-assessments, they were provided with

Facilitator: Xiaoxia Huang

41-MW

Dispelling The Myth of Effectively Teaching Lab Science Fully Online - Yes! It is Possible!

Presented by: Marc LaBella, Ocean County College

This presentation/workshop combines a PowerPoint presentation, actual laboratory experimentation, and a Q&A session. It focuses on three primary areas: 1. The importance of offering lab science courses completely online to meet a fast growing demand by traditional and non-traditional students for anytime, anywhere education. 2. Concrete examples and data that compare complex thinking skills, learning outcomes, and grades between online and face-to-face biology students. 3. Demonstration allowing attendees to perform a LabPaq ‘wet’ lab experiment.
two tools: the Video Analysis Tool (VAT) and a multi-layered framework designed to support self-assessment. During their participation in this study, each participant developed a systematic process for examining their video evidence and identifying problematic issues of their teaching. However, they were unable to meaningfully interpret the evidence after issues were identified, which prevented them from developing solutions for change in their teaching practice.

.b Advancing Novice Science Teacher Professionalism: Learning Progressions for Integrating Technology into the Classroom

Presented by: Hye Jeong Kim, Texas A&M University; Susan Pedersen, Texas A&M University

Contributor(s): Bruce Herbert, Texas A&M University; Heather Miller, Texas A&M University; Cathy Loving, Texas A&M University; Julia Johnston, Texas A&M University

This proposal presents a research study on how we can develop learning progressions, successive descriptions of thinking, understanding, and mastering of a topic over a broad span of time, for novice science teachers' pedagogical skills, knowledge, and practice on technology-integrated scientific inquiry lessons and how we can develop a professional development program via synchronous webinar programs. We developed three components in the learning progression framework: big ideas, levels of achievement, and learning performance, as well as webinar sessions based on the learning progressions. We will discuss how we developed, implemented, and evaluated the learning progressions and webinar sessions.

Technology Integration

Time: 8:00 AM - 9:00 AM
Location: Stanley
Facilitator: Zhihang Shao, Indiana University

41-SY

.a How Secondary Social Studies Teachers are Using Technology in their Classrooms

Presented by: Jesse Strycker, Indiana University

The social studies technology integration literature has examples of exciting innovations by teachers, accounts of actively engaged students, guidelines by national organizations, and criticisms of past articles. However the question remains how representative these accounts are of the field at large? This study collected responses from secondary social studies teachers across the country that were willing to share examples of their own technology integrations and compared them with what has been reported in the literature.

.b How Accomplished Technology Teachers use Technology in English Language Arts in Secondary Education: A National Study

Presented by: Peter van Leusen, Indiana University

Contributor(s): Anne Leftwich, Indiana University; Thomas Brush, Indiana University

Although technology has been shown to impact learning, many studies have indicated impact can be most heavily attributed to the integration of technology into subject-specific content (e.g., Mishra & Koehler, 2008). One subject area that has received attention with regards to technology integration is English/language arts (Hughes, 2005), specifically how 21st century literacies fit into this curriculum. The purpose of this study is to investigate how accomplished technology teachers in ELA use technology. By examining their current practices and methods, we may gain a clearer understanding of how ELA teachers address 21st century literacies in the secondary education.

Linking Design and Learning

Time: 8:00 AM - 9:00 AM
Location: Wilson
Facilitator: supawan supanakorn, University of Wyoming

41-WI

.c Signaling the Keywords or Sentences: An Eye-tracking Study

Presented by: Ismahan Arslan-Ari, Texas Tech University; Kursat Cagiltay, Middle East Technical University

This study examined whether signaling the relevant keywords or signaling the relevant sentences was more effective on students’ performance and what the effects of signaling on reading with the help of eye-movements are. The results showed that type of signaling doesn’t make any change on the students’ performance in retention and transfer scores. Eye-movements data showed that signaling enhanced the attention, decreased the unnecessary visual search and directed the attention to the relevant information.

Assessment/Distance Education

Time: 9:15 AM - 10:15 AM
Location: Beckham

42-BM

.a Training Needs Assessment of a University Course Management System and Design of a Comprehensive Web-Based Resource

Presented by: ; Joe’l Lewis, University of South Alabama

Contributor(s): Meegie Wheat, University of South Alabama

The purpose of this research is to identify the needs of stakeholders in the implementation of an online course management system and to utilize various multimedia tools to design a comprehensive web-based resource. Results from this research provide evidence that a training needs assessment is a critical process in determining performance improvement opportunities, providing content for technological solutions, and designing a comprehensive web-based resource.

.b Faculty Training for Online Teachers in Alabama’s Rural Community Colleges: A Case Study

Presented by: Robert Davis, Northeast Alabama Community College; Angela Benson, The University of Alabama

The purpose of this case study was to examine the training Alabama community college instructors’ receive to support their online teaching duties and how they apply this training in their online and on-campus courses. Holton’s transfer of training model serves as the theoretical framework.
New Media Applications

**Time:** 9:15 AM - 10:15 AM  
**Location:** Brown  
**Facilitator:** Leslie Blatt, Library Media Specialist

**42-BN**

.a The Effect of Audio on Learner Engagement in Educational Digital Game Play  
**Presented by:** Jaehwan Byun, Southern Illinois University Carbondale

One of the main purposes of game design is to engage players. It has led many researchers to examine the game design strategies to apply them to instructional design practice. However, the extrinsic component of digital games such as visual and sound that may affect player’s engagement has not gained much interest. This study examines the effect of sound, which is one of the extrinsic components of digital games, on engaging students on educational game play.

.b Set Your Conversations Free: Skype as a Teaching and Active Learning Tool  
**Presented by:** Ching-Wen Chang, Missouri State University; Nicholas Farha, Indiana State University

Imagine your class is working on a multicultural project with another a class in Spain. You want to set up videoconferencing for the students to learn ‘first-hand’ about aspects of culture and language from each other. Without expensive equipment, how can you make this a reality? We want to introduce you to Skype, an easy-to-use tool that will allow you to accomplish this and many other learning activities.

Transforming Learning and Instruction

**Time:** 9:15 AM - 10:15 AM  
**Location:** Coe  
**Facilitator:** MJ Bishop, Lehigh University

**42-CE**

.a Evaluation of a University Level Computerized Language Learning Architecture through the Perceptions of Students, Instructors and Administrators: A Case Study  
**Presented by:** Ceylan Yazici, Bilkent University; Kursat Cagiltay, Middle East Technical University

This case study focused on the evaluation of the computerized learning architecture of the English preparatory program of a private university. Its aim was to identify its perceived benefits on learning and teaching English as well as on transferable skills such as higher-order thinking skills and working collaboratively. The findings showed that there was a positive attitude towards the computerized package with several indications as to its benefits for language learning and transferable skills.

Social Networking

**Time:** 9:15 AM - 10:15 AM  
**Location:** Clements  
**Facilitator:** Darryl Draper, Penn State University

**42-CS**

.a Disruption in Distance Learning: Building Personal Learning Environments in Web 2.0  
**Presented by:** Chih-Hsiung Tu, Northern Arizona University  
**Contributor(s):** Michael Blocher, Northern Arizona University; Cherng-Jyh Yen, Old Dominion University

Course management systems (CMS) traditionally provide learning structures to guide online learners to achieve their learning goals. Web 2.0 technology disrupts CMS currently and empowers online learners to create, manage, and organize their personal learning environments. By nature, Web 2.0 tools afford learners to engage in social networking activities. With advanced networking mechanisms, user-generated contents (UGC), flag-structured contents, RSS, social tagging etc., online learners can define their own learning structures rather than the one provided by CMS controlled by programmers, instructional designers, or instructors. This presentation reports the online courses built within Web 2.0 technologies to empower learners to construct their own personal learning environments. The lesson learned, examples, and critical issues will be illustrated at the conference.

.b Social Presence: What Is It? Does It Make a Difference?  
**Presented by:** Patrick Lowenthal, University of Colorado Denver

The concept of social presence has an intuitive appeal. However, both researchers and practitioners often make sweeping claims about social presence that are not supported by research. The following study employed a mixed methods approach to explore the concept of social presence and its relationship to student learning. The results of this study help clarify and provide a detailed description of the nature of social presence and its relationship to student learning.
Leading Systemic Change
Time: 9:15 AM - 10:15 AM
Location: Fields
Facilitator: Luis Almeida, Waynesburg University

42-FS
.a Paradigms Lost: An Imperative for Reclaiming Education System Leadership by Integrating Educational Technology and Education Leadership Thinking.
Presented by: Eugene Kowch, University of Calgary - Faculty of Ed
Educational technologists and education administrators are not preparing people well enough to lead nimble new information-age school systems. This researcher finds that what we don’t know can hurt us and that this gap in knowledge could hobble how we support and lead newer school systems. Come and explore the history and the (exhilarating) trajectory of both educational technology and administration disciplines to discover four essential new capabilities for future (hybrid) school system leaders (you!).

.b ‘We are hitting home runs!’ Investigating Early Impacts of Online Professional Development Courses on School-wide Systemic Improvement in New York City Schools
Presented by: Jae-Eun Joo, Harvard Graduate School of Education
This 2-year case study examines early impacts of research-based online professional development courses on systemic educational improvement in three public schools in Bronx, NY. Since September of 2007, over 150 teachers and school leaders took a series of online courses focusing on pedagogy, data-driven assessment, and leadership. Based on in-depth interviews, observations, and portfolios, this paper analyzes systemic and sustainable ways in which these schools have improved student learning, instruction, and school leadership.

42-GB
Publishing Your Research and Development: The Editors’ Perspectives
Time: 9:15 AM - 10:15 AM
Location: Grand Ballroom B
Presented by: Michael Hannafin, University of Georgia; Sharon Smaldino, Northern Illinois University; Abbie Brown, East Carolina University; Peter Goodyear, University of Sydney; Gary Morrison, Old Dominion University; Peg Ertmer, Purdue University
Contributor(s): Valerie Shute, Florida State University; Michael Simonson, Nova Southeastern University; Larry Lipsitz, Educational Technology
This Presidential panel session brings together the editors of six highly regarded publications in the field of educational technology. Each of the panelists will provide a brief introduction to the publication and its submission/review process. Each panelist will also make a few remarks about things especially sought after in articles and common problems with submissions that are likely to result in rejection. There will be ample time during the panel session for questions from participants.

42-GC
AECT HistoryMakers Series and iTunesU
Time: 9:15 AM - 10:15 AM
Location: Grand Ballroom C
Presented by: Stephanie L. Moore, University of Virginia
Contributor(s): Daniel Tillman, University of Virginia; Heather Webb, Johns Hopkins University
This workshop will initiate a collection of podcast and vodcasts that will appear as an AECT series available on iTunesU capturing the work and stories of History Makers as a sharable collection. You will gain a depth of understanding regarding different types of digital content creation, interview history-making AECT members and edit content, and learn how to submit your creations to the collection. By collaborating together on this, we can capture this history across all our locations and institutions.
*Some equipment will be available but participants are encouraged to bring their own digital cameras and recorders

42-LN
5 Star Course Design: Hands-on Design for Educational Transformation
Time: 9:15 AM - 10:15 AM
Location: Laffoon
Presented by: Joanne Bentley, Utah State University; Max Cropper, Utah State University; Joel Gardner, Utah State University
In this presentation we will show you how to do 5 Star course design based on Merrill’s First Principles of Instruction. We will cite support for first principles, walk you through a 5 Star course, and show you basics of 5 Star course design. We will also discuss Merrill’s levels of instructional strategy design (levels of instructional quality), and give you an opportunity to evaluate one of your courses using 5 Star evaluation.
Lesson design choices were made. Results will be shared and teachers integrate technology into lessons and why particular thinking skills. Using a think-aloud protocol, interviews, use technology for problem-solving or to foster higher level programs, research indicates that teachers inconsistently integrate technology into lessons. Students do not routinely integrate technology into lessons. Despite great expenditures on hardware, software, and programs, research indicates that teachers inconsistently integrate technology into lessons. Students do not routinely use technology for problem-solving or to foster higher level thinking skills. Using a think-aloud protocol, interviews, and background questionnaire this study documents how teachers integrate technology into lessons and why particular lesson design choices were made. Results will be shared and practical suggestions for improving pre-service and in-service technology integration preparation will be suggested.

Learning Theories
Time: 9:15 AM - 10:15 AM
Location: Sampson
Facilitator: Matt Kneller, Northern Illinois University

Conjoint Retention of Time-Compressed Audio in Multimedia Learning
Presented by: Albert Ritzhaupt, University of North Carolina - Wilmington
The current study tested whether picture-related information could be better recalled under accelerated narrative speeds. That is, when learners hear a time-compressed narration that is supplemented with an adjunct picture, will they show improved recall and recognition performance for picture-related narrative information? The results provide evidence in support of the Conjoint Retention Hypothesis in that learners were able to better recall picture-related information.

Assessment of Knowledge: Do Graphical Notes and Texts represent different things?
Presented by: Dirk Ifenthaler, University of Freiburg; Pablo Pirnay-Dummer, Department of Educational Science
One essential question concerning the assessment of knowledge is that as to which methodology should be used. This proposal reports a category 1 completed study on learners’ progression while using graphical and language-based externalization techniques. Specifically, we compare the similarities and differences of the graphically and textually elicited knowledge structures and their semantics. Our results reveal that graphical notes and texts re-represent different things. This supports our newly introduced model of information density vs. emphasis.

Macrocognitive Modeling on Project Team Collaboration for Supporting Novice Science Teachers’ Technology Integration
Presented by: Hye Jeong Kim, Texas A&M University
Contributor(s): Bruce Herbert, Texas A&M University
To understand complex and dynamic cognitive mechanisms when people interact with realistic (or naturalistic) tasks, it is necessary to approach the actual functions of the cognitive works instead of merely laboratory studies using controlled tasks (Hoffman, 2008). Recently, to support this approach, a new umbrella term has emerged: ‘macrocognition’. This proposal presents an overview of macrocognitive approach in education and creates macrocognitive models on expert team collaboration in a professional development project for supporting novice science teachers’ technology integration in the scientific inquiry lesson. In the presentation, the challenges and methodology will be discussed.
High School Strategies & Middle School Practices

**Time:** 9:15 AM - 10:15 AM  
**Location:** Stanley  
**Facilitator:** Patricia J Slagter van Tryon, East Carolina University

### 42-SY

.a Critical Thinking Skills and Teaching Practices among Middle School Math Teachers.  
**Presented by:** Ximena Recalde, Northern Illinois University  
The teaching profession has been impacted greatly by the demanding and rapid change of requirements on workers to perform their jobs effectively and efficiently. This study looked at the association between critical thinking skills and teaching practices among middle school math teachers in Illinois. Results indicated that there were statistically significant associations between critical thinking skills and the Survey of Enacted Curriculum.

.b Transforming Pedagogy: Challenging High School Teachers to Integrate Effective Instructional Strategies  
**Presented by:** Dee Fabry, National University  
Educators will learn how to implement the research on effective teachers (Stronge, 2002) and research-based instructional strategies (Marzano et al., 2001) to transform classroom pedagogy. Participants will complete the qualities of effective teachers checklist, select areas for focused improvement, and learn new research-based effective instructional strategies in an interactive reflective session that shares a case study conducted with two cohorts.

### 42-WN

AECT Board of Directors  
**Time:** 9:15 AM - 10:15 AM  
**Location:** Wilkinson  
**Presented by:** AECT Board, Board of Directors  
AECT Board of Directors Meeting

### Online Learning

**Time:** 10:30 AM - 11:30 AM  
**Location:** Beckham  
**Facilitator:** Lara M. Luetkehans, Northern Illinois University

### 43-BM

.a Anonymous Discussions: How learners commented on each others’ work in a protected space  
**Presented by:** ; Andrew Barrett, Indiana University Bloomington  
**Contributor(s):** Craig Howard, Indiana University Bloomington

This quasi-experimental case study compares five sections’ critique comments on a wiki discussion. Two classes of pre-service teachers’ anonymous critiques (n=36) are compared to three classes of pre-service teachers’ critiques in known identity groups (n=43). Joint occurrences of feedback type and tone result in measures of critical feedback. Anonymous sections were found to contribute more substantively critical feedback. A discussion of pedagogical prescriptions for the use of anonymity in complex learning concludes the presentation.  
http://mypage.iu.edu/~cdh/Dossier/index.html

.b The Relative Effectiveness of Positive Interdependence and Group Processing on Student Achievement, Interaction, and Attitude in Online Cooperative Learning  
**Presented by:** ; Ronald Zellner, Texas A&M University  
**Contributor(s):** Chang Woo Nam, Brain Korea 21 Academic Leadership Institute for Competency-based Education, Department of Education, Seoul National University, Seoul, South Korea

This study compared the effects of positive interdependence and group processing strategies on student achievement, interaction, and attitude in three undergraduate online cooperative learning courses. The purpose was to 1) provide implications and guidelines for instructors who incorporate online cooperative learning activities in their courses and 2) provide insights and incentives for students who want to know the best ways to participate in online group activities and how to interact with their group members productively.

### Web 2.0

**Time:** 10:30 AM - 11:30 AM  
**Location:** Brown  
**Facilitator:** Melissa Gibson, University of the Cumberlands

### 43-BN

.a Messages in a Bottle: Accessibility of Georgia Districts’ Website Homepages  
**Presented by:** Lessell (Marty) Bray, University of West Georgia

On-line barriers often limit the accessibility of Web Pages for students with disabilities. The purpose of this study was to evaluate the accessibility of Georgia districts’ home pages. The results show that from a list of 244 district websites, none of them were handicapped accessible. Along with the results, including specific reoccurring problems, the presentation will provide the audience with information about how to correct typical accessibility problems.  
http://www.westga.edu/~mbray
.b  Student Reflection in a Web 2.0 World: Opportunities, Challenges, and Unknowns

Presented by: Maaike Bouwmeester, New York University

Scholars who have written about reflection such as Dewey, Habermas, and Schon did not write during a time when digital media had anywhere near the popularity and pervasiveness they have today. With the increasing prevalence of new Web 2.0 technologies, what would these scholars say about the new opportunities and problems that Web 2.0 presents with regard to fostering opportunities for reflection? This presentation explores the answer to that question.

Integrative, Indisciplinary Approaches

Time: 10:30 AM - 11:30 AM
Location: Coe
Facilitator: Joel Gardner, Utah State University

43-CE

.a  Formal and Non-formal Educational Experiences of Software Designers

Presented by: Nichole Harlin, Indiana University
Contributor(s): Marisa Exter, Indiana University

Understanding design professionals’ lifelong learning patterns can help universities prepare students for this important aspect of professional life. This study examines how software designers are prepared for roles they play throughout their careers, including formal (university) education and non-formal educational experiences which take place on the job (including Continued Professional Education and self-learning). Gaps or areas for improvement in educational preparation and continuing education as identified by software design professionals will be highlighted.

.b  Software Designers’ Use of Precedent

Presented by: Nichole Harlin, Indiana University; Elizabeth Boling, Indiana University
Contributor(s): Marisa Exter, Indiana University

The purpose of this study is to examine software designers’ use of precedent in software design practice. Precedent includes ‘artifacts and/or memory of designing them or examining them’ (Boling & Smith, 2007, p. 685). The analysis of the data reveal five themes related to precedent use in software design. The presentation will discuss these themes in detail. The results of this study raise questions to be explored in future research about where software designers learn to use precedent, if instructional designers do, and if not, if they might benefit from the collection and use of precedent in their instructional design process.

c  The VELscience Project: Designing Virtual Environments to Support Student-directed Inquiry

Presented by: Susan Pedersen, Texas A&M University; Douglas Williams, University of Louisiana at Lafayette
Contributor(s): Christine Shimke, Texas A&M University

The VELscience project is an ongoing NSF funded program for the development of five virtual environments for learning (VELs) designed to help middle school students develop the skills needed to engage in scientific inquiry. In this presentation, we briefly review the VEL design model; demonstrate Artifact Detective, the most recent VEL we have developed; and discuss early insights into the design of VELs based on our pilot tests.

Transforming Learning and Instruction

Time: 10:30 AM - 11:30 AM
Location: Clements
Facilitator: ileana gutierrez, Nova Southeastern Univ.

43-CS

.a  A Standardized Course Design Model to Seamlessly Integrate Learning Objects: Transforming Learning and Instruction in Online Environments

Presented by: Jennifer Banas,
Repeated design and development of a rich, on-line learning environment can be facilitated through the use of a theory-based, course design model. When coupled with high quality learning objects, opportunities for improved efficiency and effectiveness abound. A case will be made for using a standardized, theory-based course design model that supports learning objects as means to seamlessly integrate technologies to transform learning and instruction. A course design model currently utilized to build courses will also be shared.

.b  Self-Regulated Learning in an Authentic, Collaborative Online Learning Environment: A Design Research Project

Presented by: Ying Liu, University of Georgia; Eunjung Oh, University of Georgia
Contributor(s): Thomas Reeves, University of Georgia

This paper reports on the second iteration of a multi-phase design research effort to optimize a graduate-level online ‘E-Learning Evaluation’ course through understanding students’ self-regulated learning (SRL) processes and mediating factors on these processes. This study utilized data gathered via document analysis, interviews, and observations. A discussion of the preliminary results and implications for the third iteration of the course is included.

Linking Design and Learning

Time: 10:30 AM - 11:30 AM
Location: Fields

43-FS

.a  City Treasure. Mobile Games for Learning Cultural Heritage

Presented by: Luca Botturi, University of Lugano
Contributor(s): Alessandro Inversini, webaterlier, University della Svizzeria italiana, Lugano

How can we turn school field trips to cultural heritage sites into memorable learning experiences? This paper presents CityTreasure, an SMS-based location-based game for primary...
and early secondary school children. CityTreasure uses mobile technologies to support outdoor informal learning. CityTreasure was successfully used in Lugano, Switzerland, with about 100 students, who explored the city in teams during a treasure hunt. The presentation illustrates the game, the content and technology, and the results of the evaluation. http://www.etreasure.ch/site/?page_id=44

43-GB
The Evolution of Distance Education: A Blueprint for the Future
Time: 10:30 AM - 11:30 AM
Location: Grand Ballroom B
Presented by: Andrew Gibbons, Brigham Young University; David Wiley, Brigham Young University
Contributor(s): Les Moller, Walden University; Jason Huett, U. West Georgia; Douglas Harvey, Stockton College; Mary Friend Shepard, Walden University; Rob Foshay, Texas Instruments; Johannes Strobel, Purdue University; Roy Clariana, Penn State U; and maybe more
- The goal of this interactive panel, which mirrors the upcoming third AECT Research Symposia is to develop, in a collaborative manner, a 3rd generation model specifically designed for teaching and learning at a distance, which combines the untapped power of technology with research-based knowledge-building pedagogy including a blueprint or vision of the future, standards, and best practices. - Specifically, four areas of concentration will be explored. These are: instructional design, interaction, technology, and organizational alignment or support.

43-LN
Supporting Constructivist Learning in Moodle
Time: 10:30 AM - 11:30 AM
Location: Laffoon
Presented by: Gregory Francom, University of Georgia
This workshop will involve participants in setting up and running a constructivist course in Moodle, an open source course management system (CMS). Differences between Moodle and other course management systems such as blackboard will be briefly discussed. Moodle tools and activities that will be covered include assignments, discussion forums, wikis and other items suggested by participants. No prior knowledge of Moodle is required but knowledge of other course management systems is helpful. Please contact the session instructor at greg.francom@gmail.com if you plan to attend! Bring a laptop computer (mac or pc) to this workshop. http://francom.us/ greg/aect.html

Linking Design and Learning
Time: 10:30 AM - 11:30 AM
Location: Morrow
Facilitator: Robert C. Wiseman, Eastern Illinois Univ.

43-MW
Examining the Instructional Effectiveness of Screencasting: Best Practices and Guidelines for Online Instructors
Presented by: Bill Sugar, East Carolina University; Abbie Brown, East Carolina University; Kenneth Luterbach, East Carolina University
Screencasting is a seemingly effective instructional method for online instructional settings. Though we have received positive feedback from our students with regards to these screencasts, we are taking the next step in formally examining the instructional effectiveness of screencasting. Using the Cooperative Inquiry approach, we evaluated our respective instructional screencasts. With the results of this study, we offer best practices in using screencasts within online instructional settings.

To Oppose or To Propose Social Networks in Education: Potentials and Problems
Presented by: Kursat Cagiltay, Middle East Technical University
Contributor(s): Hasan Tinmaz, Middle East Technical University
Internet users have been introduced with new web portals whose purpose is to create an environment for users to communicate through them. These social communication oriented web sites are called as ‘social networking web sites’ having tools for interacting with other people having similar areas of interest. This paper discusses to what extent we should utilize the social networking in education with their existing advantages and disadvantages with a qualitative literature reviewing.

Teacher Formation with Technology Integration
Time: 10:30 AM - 11:30 AM
Location: Segell
Facilitator: Theresa Cullen, University of Oklahoma

43-SL
The Comparative Effects of a Computer-based Interactive Simulation during Structured, Guided, and Open Inquiry on Students’ Mental Models of the Day/Night Cycle
Presented by: Moira Baldwin, Texas A&M University
This study compared fifth, sixth, and seventh grade students’ mental models of the day/night cycle before and after the implementation of 1) student-directed inquiry activities, 2) guided inquiry activities, and 3) structured inquiry activities using interactive simulation software. The study
was conducted in regular elementary and middle school science classrooms in a small, rural community. Since crucial astronomy concepts are often misunderstood, research in this area fills an important gap.

Instructional Visual Materials: An Investigation of Pre-service Teachers’ Perspectives and Interpretations
Presented by: Hsin-Te Yeh, Metropolitan State College of Denver; Yi-Chia Cheng, Tamkang University, Taiwan

The purpose of the research is to describe and understand how pre-service teachers make use of instructional visual materials and how they actually interpret instructional visual materials through the investigation of their experiences of interpreting instructional visual materials. The research results will contribute to teachers’ and instructional designers’ design or selection of effective instructional visual materials that can actually cause students’ attention and trigger their interest to further facilitate and promote teaching and learning.

Video
Time: 10:30 AM - 11:30 AM
Location: Stanley
Facilitator: Lucilia Green, Texas Tech University

43-SY
.a Evaluating Personal Technology Integration through Video-based Reflections
Presented by: Craig Shepherd, University of Wyoming

Preservice teachers in two sections of an introductory course on educational technology implemented and recorded a group presentation regarding effective uses of technology for specific subject areas. They then explored their ability to identify instances of technology integration during these videos, classify those instances on a hierarchy, and compare pre and post reflections for purposes of professional development.

.b Bridging the Distance to Cooperating Teachers through Online Video
Presented by: Jennifer Nelson, University of Memphis; Paul Ayers, University of Memphis; Luther Bradfute, University of Memphis

This session will describe the design, development, and implementation of a web-delivered information session for cooperating teachers using the ADDIE framework. Presenters will discuss the analysis of need for new approaches for delivering information to cooperating teachers, and the rationale for use of an online video tool. Evaluation of the use of video as a means for communicating expectations of cooperating teachers at the University of Memphis will be shared, along with considerations for transfer.
2010 AECT International Convention

Cyber Change:
Learning In Our Connected World

Anaheim, CA

Concurrent Sessions: October 27-30, 2010
Workshop Sessions: Tuesday, October 26, Wednesday, October 27, & Saturday, October 30

Invitation to Present

The AECT International Convention supports our efforts to improve ourselves by bringing together participants from around the world who offer practical applications, high quality research, hands-on workshops, and demonstrations of innovative approaches and developments in learning, instructional and performance technologies. You are invited to present at the 2010 AECT International Convention in Anaheim, CA. Share your expertise and knowledge with your peers, with those new to the field, and with professional practitioners and researchers representing multiple disciplines.

This year’s convention theme is Cyber Change: Learning in Our Connected World. The rapid evolution of Web 2.0 technologies has generated a level of communication and interaction never before possible. In response, the National Science Foundation recently generated a 21st century research agenda that specifically focuses on cyberlearning, providing a call to action for research in how such technological systems may be effectively leveraged for the enhancement of learning. In support of this goal, AECT 2010 seeks to explore the transformational potential that these networked innovations hold for education, as well as share current research and best practices related to these developments.

Presentations related to the following five sub-themes are encouraged:

1. Social Networking for Teaching and Learning
2. Distributed Learning Systems: Globalizing Education
3. Innovations in Open Educational Resources
4. The Continuing Evolution of Distance Education
5. Issues in Cyberlearning Design and Development

In keeping with the conference theme, proposals may be submitted that feature the use of advanced information and communications technologies for remote presentation, including special tracks for Second Life and Present@Distance sessions. More traditional proposals that present findings and discuss important developments in research and practice are also welcome.
General Information

Proposal Deadlines
Proposals Open – December 15, 2009
Proposals Close – February 14, 2010
The review process by divisions and affiliates will be completed within six weeks of the closing date for proposals. Check with division and affiliate leaders with regard to their specific interests and review processes.

Proposal Process
To be considered, a complete proposal must be submitted. Presenters are limited to making no more than two (2) concurrent session presentations as key/first presenters during the convention. Presenters are expected to follow the AECT Code of Ethics.

Proposals are peer-reviewed in a blind review process. See the Division/Affiliate links on the AECT.ORG website for further information on proposal requirements. You will receive electronic notification that your proposal has been received and, at the appropriate time, whether it has been accepted for the program. Proposals will be reviewed using the following criteria:

* Clarity of the proposal and the quality of writing.
* Quality of proposed session’s content, organization and format.
* Relevance, timeliness, and general interest level of the topic.
* Match to the convention theme(s) and other demands of the program.
* Suitability for division/affiliate or organization mission and membership.
* Length and session type including appropriateness for needs of the convention program.

The vast majority of proposals are regular proposals. Such proposals must be submitted electronically (see How to Submit a Proposal Electronically below) to one primary AECT division or affiliated organization for consideration. That is, proposers must identify a division or affiliate to which to submit and not submit the same proposal (or one that is largely the same) to any other division or affiliate. Each division/affiliate has a Convention Planner (usually the President-Elect). If this Convention Planner and/or the peer review panel for a division feel a proposal is not well suited to their division/affiliate, they may recommend it for consideration by another division/affiliate. This occurs without action by the proposer. In addition, a person may propose no more than two concurrent session presentations on which he or she is key presenter, although that individual may be a co-presenter on other proposals and may have roundtables/poster presentations.

The intent of (1) not allowing submission of the same (or a very closely related) proposal to more than one division and (2) limiting the number of presentations on which a person may be key presenter is to assure a diverse program in which many strong presentations are included and little duplication occurs.

If you are unsure of the suitability of your proposal for a particular division or affiliated organization, we encourage you to contact the Convention Planner for that division or affiliated organization. The list of Convention Planners can be found on the AECT website at www.aect.org. There are guidelines and principles posted on the AECT.ORG website that will assist in preparing proposals for submission.
How to Submit a Proposal Electronically

To be considered, a complete proposal must be submitted electronically no earlier than December 15, 2009, and no later than February 14, 2010. A complete online proposal submission consists of:

1. Presentation title
2. A short (fewer than 75 words) description
3. A 750-1000 word anonymous abstract
4. Equipment request
5. List of presenters

Procedure:

1. Go to [www.aect.org](http://www.aect.org) for guidelines and the online submission form.
2. Read the guidelines for electronic submissions.
3. Complete the requested information in the online proposal form.
4. Complete the requested information in the online equipment request form (if you are requesting equipment).
5. Upload the 750-1000 word anonymous abstract, following the directions provided.

After you submit your proposal, you will receive electronic notification that it has been received. The peer review process begins shortly after the submission deadline. This process is discussed in the next section.

Notification of results of review process:
You will receive notification from the division/affiliate convention planner whether your proposal has been accepted or rejected within two months of the last date for submissions - February 14, 2010. If accepted, you will be required to complete an Acceptance/Verification Form acknowledging receipt of an acceptance letter and verifying your commitment to make the presentation at AECT 2010, Anaheim. Recognizing that all convention attendees are part of a shared community of research, practice, and professional growth and that convention registrations enable us to provide a strong convention, accepted proposers who do not register will not be scheduled for presentation (and thus will never appear in any printed program or other document). It is the responsibility of the key presenter to notify all individuals involved in the presentation as to the status of the proposal. All presenters participating at convention must preregister by September 5, 2010 in order to present. Only those who are present at the conference can submit papers that will be considered for publication in the conference proceedings.

Funding:
Presenters are required to assume responsibility for all costs associated with the presentation, including handout materials, convention registration, housing costs, and related expenses.

Types of Sessions:

Concurrent Sessions
These 20-, 30- or 60-minute sessions are primarily in presentation format and have comprised the majority of convention sessions in past years. The focus of these sessions is on sharing information, such as best practices and research results. Proposals for 60-minute sessions may include more than one presentation (as in a symposium or panel discussion). In addition, two 30-minute concurrent presentations of related content may be bundled together to form one 60-minute session.
Roundtables
Roundtables are designed for small group discussion of specialized topics, with the presenter leading the discussion. This participatory format allows for a highly interactive presentation lasting 60 minutes. Typically, several Roundtable discussions are scheduled simultaneously in one large room, with minimal audiovisual use. Handouts containing key ideas and related information are strongly encouraged for roundtable sessions.

Reflection Paper Sessions
Reflection Paper Sessions are designed to showcase a project, program, process, activity, or the like in an informal setting. A small table is provided to support a display board, laptop, handouts, and the like. Presenters will directly interact with participants by providing an elaboration of the product (project/program/process/activity/etc.); feedback and insights of colleagues on these innovative developments are especially welcome.

AECT/Second Life Concurrent Sessions
Presenters and their avatars present in a 60-minute session both in RL and SL on key issues in the field related to one of this year’s themes and sub-themes. AECT/SL presenters would prepare for presenting in both venues. AECT will provide a presentation room with a facilitator in Anaheim and a computer connected to a data projector so attendees can view the AECT/SL simulcast presentation on a large screen. Following the presentation, the onsite facilitator will coordinate live questioning of the presenter in RL and SL. Depending on bandwidth availability at the convention site and at the presenter’s site, live questioning may be done using two-way video, two-way audio, email, or chat (such as IM).

Present@Distance
The 2010 AECT convention will sponsor a limited number of sessions in which presentations can be made by persons participating from a distance. These sessions will all be scheduled consecutively on Thursday, November 4, so that those wishing to register for remote participation in AECT will be allowed to do so for a one-day, remote participation fee. These sessions will require presenters and remote participants to have access to a broadband Internet connection and IP-based video-conferencing equipment that supports the H.323 protocol. Present@Distance sessions will be open to all conference attendees and will have a local session monitor in Anaheim.

Workshops
As half- or full-day sessions, workshops are intended to provide intense professional development opportunities that result in participants’ acquiring new skills and in-depth knowledge. Workshops involve focused topics and methods targeted at specific interest groups. Workshops will only be accepted if there appears to be sufficient interest to attract at least 10 attendees. Workshops will be held in Anaheim on Tuesday, Wednesday and Saturday.

Presidential Sessions
Presidential sessions are selected by the AECT President-Elect, Barbara Lockee. These limited sessions will be selected based on their strong alignment with the conference sub-themes, their importance to the work and interests of the AECT membership, and their likelihood to draw participation from multiple constituencies within AECT. Presidential session proposals are submitted directly to the President-elect or recommended to the President-elect by Division/Affiliate leaders; proposals should contain all of the elements expected in concurrent session proposals. Presidential sessions may be 60 or 90 minutes long.
AECT
15-DD SOCRATIC SEMINAR
15-HY.a Expertise-Based Training (XBT): Theory i...
15-WT.b The First 20 years of ETR&D: Institution...
16-BM Interconnecting Research to Practice: Is...
16-CC Integrating Technology with Supportive I...
16-CE Interactions from Yesterday, Today, and ... 16-DD Curricula of University Educational Tec...
17-CC Bridging the Gap: Linking Information Li...
17-CE Distributed Basic Education in Indonesia
17-JS AECT First-Timer’s Orientation
17-WT.b USEiT: An NSF - Funded Project Using an ...
21-LN GSA: The Ethics Committee and Ethics in
22-BM Organizations Similar to AECT
22-CE.a Reflection Paper (7a)
22-CE.b Reflection Paper (7b)
22-FH.a Reflection Paper (10a)
22-FH.b Reflection Paper (10b)
22-JS.a Reflection Paper (11a)
22-JS.b Reflection Paper (11b)
22-LN GSA: Advice for the Job Hunt
22-MC Developing Technology-Savvy Faculty Acro...
22-MW.a Reflection Paper(1a)
22-MW.b Reflection Papers (1b)
22-SL.a Reflection Paper (3a)
22-SL.b Reflection Paper (3b)
22-SR.a Qualitative Inquiry Award: PowerPoin...
22-SY Reflection Paper (5ab)
23-BM The Educational Media Yearbook
23-CE.a Reflection Paper (8a)
23-CE.b Reflection Paper (8b)
23-FH.a Reflection Paper (9a)
23-FH.b Reflection Paper (9b)
23-JS.a Reflection Paper (12a)
23-JS.b Reflection Paper (12b)
23-LN GSA: ‘Being a Consultant’
23-MC The National Technology Leadership Coali...
23-MW.a Reflection Papers (2a)
23-MW.b Reflection Paper (2b)
23-SL.a Reflection Paper (4a)
23-SL.b Reflection paper (4b)
23-SR Designing for Problem Solving
23-SY.a Reflection Papers (6a)
23-SY.b Reflection Papers (6b)
25-BM Cyber Charters: A Panel Discussion
25-LN GSA: The TechTrends Editors
25-MC The Handbook of Research on Educational...
32-CN Transforming Learning and Instruction Th...
32-DD The International Student Media Festival
32-FS FERPA: It’s History and Application...
32-HY Dean and Sybil McClusky Research Award
35-BT MIM McJulian Lecture
35-CN Harnessing Learning Design as a New Appr...
35-LN GSA: The ETR&D Editors
36-LN GSA: A Chat with the President-Elect
37-CN Competencies for Those Responsible for L...
37-LN GSA: Starting a New Journal
38-GA AECT Annual Member Meeting
42-GB Publishing Your Research and Development...
42-LN 5 Star Course Design: Hands-on Design fo...
43-GB The Evolution of Distance Education: A B...
43-LN Supporting Constructivist Learning in Mo

Design and Development
11-BM Instructional Design & Technology Profes...
15-FH.a Imaginative Instruction: What Master Sto...
15-FH.b Aesthetic Instructional Design: Learning...
15-MC.a D&D Pacificorp Competition Orientation
15-MC.b PacifiCorp Design & Development Award ...
6-FH.a A Transfer Framework for Scaffolded Prob...
16-FH.b Design and Use of Scaffolds: Review, Iss...
16-FH.c Scaffolding Higher-Order Thinking during...
16-JS.a Designing Instruction for Concept Learni...
16-JS.b The Effects of Pedagogical Agent Credibi...
17-FH.a A System for Developing Case-based Learn...
17-FH.b Use of Critique in an Instructional Desi...
17-MC Future Pacificorp Planning Meeting for 2
21-CE.a Investigating Novice Instructional Desig...
21-CE.b Examining four games for learning: Resea...
22-BT.a Guidelines for Designing Inquiry Based S...
22-BT.b Design Strategies for Enhancing Students...
22-BT.c Effects of Self-Explanation in Science L...
22-HY Creating Resilient Instructional Design ...
22-NN.a Openness and the Disaggregated Future of...
22-NN.b Open Content in Education: The Instructo...
22-TR.a Interactive Technologies for Embodied Le...
22-TR.b An Investigation of the Effectiveness of...
23-BT.a Designing for Geospatial Information Tec...
23-BT.b Open Educational Resources on Science M...
23-TR.a Replication Supports Flowometer: Advanci...
23-TR.b Feedforward: A Multi-Disciplinary Explana...
23-WN.a Transforming Instruction: Increasing the...
23-WN.b Constructivist Instructional Design ? A ...
25-BT.a  Self-Regulated Learning Supports in an e...  25-BT.b  The Impact of Scaffolds and Self-directe...  25-CE.b  Undergraduate Programs in Instructional ...  25-CE.p  What is the Lived Experience of Designin...  25-CE.p  Enhancing User Participation in an Art G...  25-CE.p  Using the Power of Facebook as an Interac...  25-CE.p  An Exploration for Designing Context-Sens...  25-CE.p  Engagement Tools in Virtual Interactive ...  25-CE.p  Transforming Learning and Instruction th...  25-CE.p  The Role of Self-Efficacy in Online Lear...  25-CE.p  Return on Investment on an Instructional...  25-CE.p  Designing for Digital Excellence, Enterpr...  25-FH.a  What do Students Think about Their Learn...  25-FH.b  A Case for Stealth Educational Games  25-FH.c  How and why professors use wikis, blogs ...  25-FH.d  Catapulting Student Learning: Integratin...  25-FH.p  Does Narrated Animation Enhance Student Int...  25-JS.l  Are Your Students “Getting It”? Just Loo...  25-NN  Design and Development Membership Meetin...  26-WH Showcases: LIT E-Learning Portal: Inno...  26-WHb Showcases: Using Web 2.0 Applications ...  26-WHc Showcases: Flash based training in creati...  26-WHd Showcases: Exploring Curiosity Creek? -...  26-WHe Showcases: Training Perceptual-Cognitiv...  30-NN.a  A Conceptual Framework for the Applicati...  31-DD Universal Access or Simple Accommodatio...  31-NN D&D Award Winner Presentations  31-SR Trends and Issues in Instructional Design...  32-CE.a  Formalative Evaluation Training within a T...  32-MW.a  Designing an Online Disaster Awareness a...  32-MW.b  Using General Systems Theory to Improv...  32-SR.b  Design and Development of a Case-based ...  32-SY.a  A Study of Motivation Enhancement and Em...  32-SYb Toward a Model-Based Instructional Desig...  32-SY.c  An Odd Assortment of People: Benefits of...  35-CE.a  Usability Cases in Education: Experience...  35-CE.b  Universal Standardized Design Test: A d...  35-CE.c  Evaluation of a University Level Compute...  35-CE.d  “Chatting” to the Finish: Mentoring Grad...  35-CE.e  Formal and Non-formal Educational Experi...  35-CE.f  Using Activity Theory to Guide E-Learnin...  35-CE.g  Software Designers’ Use of Preceden...  35-CE.h  The VELscience Project: Designing Virtua...  15-JS Critical Thoughts on Online Learning Com...  15-SY A Study to Explore Adult Learning Implic...  16-SY User Community Maintenance of a Web 2.0 ...  17-HY.a Concerns of Higher Education Faculty abo...  17-HY.b The Hybrid Course Challenge: Helping Fac...  17-SY Visually Comparing and Assessing Changes...  21-BN.a Personality Preferences and Online Teach...  21-WI Taking e-Learning to the Next Level: Int...  22-BN.a Paving the Way for Structured Student In...  22-WI.a Students’ Feelings of Sense of Community...  22-WI.b ROAD to POW Stalag Luft III: Creating Co...  23-CE.a Using Asynchronous Online Discussions in...  23-CE.b Lighting the Fire for Learning in Distanc...  23-WI.a Learner Support in a Partnership-Based O...  23-WI.b Peer Assessment in a Large-Enrollment Hy...  25-BN.a Validation of Factors Affecting Nontradi...  25-BN.b Successful Desk-side Training: A P.R.I.M...  25-BN.c The Changing Nature of Online Communit...  25-FH.a Examining the Effects of Teaching Presen...  25-FH.b Using Activity Theory to Guide E-Learnin...  25-FH.c Tips for teaching Online Classes  25-FH.d Do Teachers Enrolled in an Online Scienc...  25-FH.e Flexible Online Learning and Game-based...
25-CE.a Preparing College Students for the Compu...
25-CE.I Scaffolds of Learning: Exploring Informa...
36-WT.a Constructs for Personal Learning Environ...
36-WT.b Transforming Learning and Instruction: G...
37-CE.p Linking Design and Development with Lear...

International
15-WI.a Technology as a Public Good: Emerging Ch...
15-WI.b Facilitating Socially Engaged Learning o...
15-WI.c Bring Them Together or Break Them Apart?
16-WI International Forum
17-WI.a Digital Opportunity Centers in Taiwan: C...
17-WI.b Online Instruction in Taiwan
21-WT.a Examples of US/Japan Cross-Cultural Coll...
21-WT.b Intercultural E-Co-Mentoring experiences...
22-WT.a Research Trends in Instructional Technol...
22-WT.b Video Games, Learning, and Informal Curr...
23-WT.a Conducting a Cultural Audit: Service Le...
25-CE.c Online Collaboration and Cross-Cultural ...
25-HY.b Generational Differences between Hispani...
25-JS.p Evaluation Framework For the Use of ICT ...  
25-JS.p Examining Student English Speaking Perfo...
25-JS.p Storytelling House That Tells: A Case...
25-JS.p Technology Integration: The use of Compu...
31-WT.a Case Study of Cross-sector, Cross-border...
31-WT.b Exemplary Use of Technology in k-12 Edu...
32-CE.d Supporting Multicultural Education with ...  
32-LN International Division Membership Meetin...
32-WT.a Individual Innovativeness and Distance T
32-WT.b Benefits and Drawbacks of Using Laptops:...
35-CE.d Learning Information Technologies as Emp...
35-CE.h Digital Book Storytelling by Japanese El...
36-CF.g Integrating Spatial Presence in Virtual ...
36-CE.c Mucho Math: A study of the Usefulness o...
36-FS.a Identifying Entry-level Multimedia Produ...
36-FS.b Multimedia Competencies for Instructiona...
36-FS.b Designing Generative Templates for Inter...
15-FS.a Striking the Proper Support Balance of L...
15-FS.b Designing Generative Templates for Inter...
17-MW.a The Design Process: Using Video Game Te...
17-MW.b Sound Design: What Instructional Designe...
25-JS.d Michael: A Bilingual Pedagogical Agent W...
25-JS.e Mobile Instructional Multimedia: Educati...
25-JS.p Designing and Assessing a Mathematics Le...
25-JS.p When Instructional Design Meets Entertai...
25-MW.a The Underlying Reasons of the Signaling ...
25-MW.b Collaborative User-Centered Design Proce...
35-CE.e Assessing the Effects of a Goal-Based Sc...
35-CE.g Designing an Educational Alternative Rea...
35-CF.p Integrating Spatial Presence in Virtual ...
36-BN OpenSim as an Alternative to Second Life
36-CE.c Mucho Math: A study of the Usefulness o...
36-FS Is There a Future for Games in Education...
36-WN Multimedia Production Membership Meeting
37-CE.e Student Characteristics X Treatment Inte...
41-WI.c Signaling the Keywords or Sentences: An ...  
43-FS.b City Treasure. Mobile Games for Learning...

KSET
16-HY.a Analysis of Peer-scaffolding patterns in...
16-HY.b A Study of an Integrated Instructional M...
23-PR.b The Effects of Learning Styles and Rewar...
25-JS.p A Formative Study on the Design Principi...
25-PR.a The Effects of Part-Task Sequencing Tech...
25-PR.b Development of Collaborative Script Prot...

Management
16-TR.a Using Online Materials to Replace Textbo...
16-TR.b Anti-Plagiarism Tools and Academic Integ...
25-JS.f Big Instructional Design With a Small Fo...
25-JS.p Collaborative Information Rating, Labeli...
25-WT Examining the Role of Network Ties in Su...
31-ME Predicting K-12 Teacher Support of a Tec...
32-ME Practices & Pitfalls of Angel Integratio...
37-GA.a An Investigation and Comparison of Stude...
37-GA.b A Case Study of Developing ICT Skills fo

MIM
32-BN Visual Literacy and Film: Hollywood’...
36-BT.b Minorities in Media Business Meeting
37-CE.I Online Study and the Low-Income Working ...
37-CF.g Open Source and Bridging the Digital Div

Multimedia Production
15-CE.a Striking the Proper Support Balance of L...
15-FS.a Identifying Entry-level Multimedia Produ...
15-FS.b Multimedia Competencies for Instructiona...
15-FS.b Designing Generative Templates for Inter...
16-MW Multimedia Production Division: Our Iden...
16-MW.a The Design Process: Using Video Game Te...
17-MW.b Sound Design: What Instructional Designe...
25-JS.d Michael: A Bilingual Pedagogical Agent W...
25-JS.e Mobile Instructional Multimedia: Educati...
25-JS.p Designing and Assessing a Mathematics Le...
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25-MW.a The Underlying Reasons of the Signaling ...
25-MW.b Collaborative User-Centered Design Proce...
35-CE.e Assessing the Effects of a Goal-Based Sc...
35-CE.g Designing an Educational Alternative Rea...
35-CF.p Integrating Spatial Presence in Virtual ...
36-BN OpenSim as an Alternative to Second Life
36-CE.c Mucho Math: A study of the Usefulness o...
36-FS Is There a Future for Games in Education...
36-WN Multimedia Production Membership Meeting
37-CE.e Student Characteristics X Treatment Inte...
41-PR.a Like a Seurat Painting: The Use of Vis...
41-PR.b Students’ Visual Representation of Affec...
25-CE.h Cognitive Visualization as a Technology ...
37-PR.a The Effects of Computer-based Text Spaci...
37-PR.b Images of Hope: What does a concept lo
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Fall 2009          EDUC 591B        645
Workshop: Integrative Approaches - Meeting Challenges

Credits: 1 - 3 cr. Grading: Pass/Fail
Tuition: See Variable Credits below. Dates: 10/27/09 - 10/31/09 (1 wks.)

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Title: Workshop: Integrative Approaches - Meeting Challenges
Credits: 1 - 3 cr.
Grading Option: Pass/Fail
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Tuition: $53 per credit + Fees: $0

Instructor
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