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Welcome to the 2010 AECT Convention!

This year’s 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, defined by NSF as “the use of networked computing and communications technologies to support learning” (NSF, 2008, p. 5). The report, entitled “Fostering Learning in the Networked World: The Cyberlearning Opportunity and Challenge,” provides a call to action for research in how such interactive and connected technological systems may be effectively leveraged for the enhancement of learning. More recently, the release of the National Educational Technology Plan reflects a continuing interest in connected learning environments and innovations to support cyberlearning.

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. To that end, we have asked keynote speakers Roy Pea (Stanford University), Darcy Hardy (University of Texas San Antonio), and Karen Cator (U.S. Department of Education) to join us to examine trends and insights regarding the latest developments in the cyberlearning arena.

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. Visit with the Design and Development Showcase participants on Thursday afternoon to review their exemplary instructional design work. On Thursday evening, you will not want to miss the International Division annual dinner and auction event, a great opportunity to interact with our many attendees from around the world and perhaps to make a purchase or two! Join us on Friday afternoon for a combined general session and membership meeting. Immediately following, be sure to also attend the University Reception, offering a chance to engage with our institutional participants and learn more about their program offerings and current initiatives. In addition to these special events and our outstanding keynote presentations, there are many presidential sessions that explore our convention theme and implications for our profession, and hot topics sessions that highlight late-breaking research in the field.

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.
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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Convention At-A-Glance

Tuesday, October 26
7:00am – 5:00pm • AECT Convention Registration (Grand Foyer)
7:00am – 5:00pm • Technology Help Center (Pacific)
8:00am – 5:00pm • NSF Symposium (Salon I)
11:45am – 12:45pm • NSF Symposium Luncheon (Salon II)
9:00am – 4:00pm • Professional Development Workshops
1:00pm – 5:00pm • AECT Board of Directors (Salon VII/VIII)
6:00pm – 9:00pm • AECT Leadership Dinner & Leadership Session (Harbor)

Wednesday, October 27
7:00am – 5:00pm • AECT Convention Registration (Grand Foyer)
7:00am – 5:00pm • Technology Help Center (Pacific)
7:30am – 2:00pm • Convention Study Tour: Institute for Creative Technologies (USC)
8:00am – 11:00am • Purpose of Public Education Forum (Terrace C/D)
8:00am – 11:30am • IDT Professors’ Forum (Valencia)
8:00am – 12:00pm • NSF Symposium (Salon I)
9:00am – 5:00pm • International Hospitality Center (Grand Foyer)
9:00am – 12:00pm • AECT Committee Meetings & Division Board of Directors Meetings
12:30pm – 3:30pm • AECT Welcome Reception (North Tower Pool Terrace; Bad Weather Backup: Grand Ballroom EFG)
8:00pm – 9:00pm • Graduate Student Social Gathering (Harbor)

Thursday, October 28
7:00am – 5:00pm • AECT Convention Intern Meeting (Harbor)
8:00am – 3:15pm • SICET Sessions & General Sessions (Salon VI)
8:00am – 3:15pm • Corporate Sponsor Displays (Grand Ballroom Lobby)
8:00am – 3:15pm • Concurrent Sessions, Presidential Sessions & Hot Topics Sessions
8:00am – 3:15pm • Roundtable Sessions (Grand Ballrooms B & C)
8:00am – 11:30pm • Present@Distance Sessions (Barcelona)
8:00am – 5:00pm • International Hospitality Center (Grand Foyer)
9:00am – 4:00pm • AECT Convention Registration (Grand Foyer)
8:00am – 11:30am • ISMF Educational Tour to Disney YES Experience
9:00am – 4:00pm • Job Placement Center Open (Harbor B)
9:15am – 11:30am • GSA Faculty-Student Mentoring (Harbor A)
10:30 – 11:30am • ECT Foundation Qualitative Inquiry Award Presentation (Garden 2)
11:45am – 1:00pm • Design & Development/Research & Technology Division Awards Luncheon (Grand Ballroom E)
1:00pm – 3:15pm • SecondLife Sessions (Valencia)
2:00pm – 3:30pm • D&D Showcase Presentations (Grand Hall)
2:15pm – 3:15pm • AECT State Affiliates Reflection Papers (Grand Ballroom C)
(Thursday continued)

3:30pm – 4:30pm  • **Second General Session:** Dr. Darcy W. Hardy, Director of the UT TeleCampus (*Grand Ballroom A*)
4:00pm – 8:00pm  • ISMF Registration Opens
5:00pm – 6:00pm  • AECT Affiliates Reception (*Grand Ballroom E*)
5:30pm – 7:00pm  • Multimedia Division Awards Reception (*Salon VII / Salon VIII*)
6:00pm – 6:30pm  • International Division Social & Silent Auction (*Garden 4*)
6:30pm – 7:30pm  • International Division Dinner (*Garden 4*)
6:30pm – 9:00pm  • ISMF Welcome & Opening Event (*North Tower Pool Terrace*)
7:30pm – 9:30pm  • International Division Live Auction (*Garden 4*)

**Friday, October 29**

7:00am – 8:00am  • AECT Convention Intern Meeting (*Harbor*)
7:00am – 5:00pm  • AECT Convention Registration (*Grand Foyer*) & ISMF Registration
Technology Help Center (*Pacific*)
7:30am – 9:15am  • Teacher Education/School Media & Technology Breakfast (*Grand Ballroom G*)
8:00am – 10:30am  • ECT Foundation Board of Trustees (*Commodore*)
8:00am – 11:30am  • **SecondLife Sessions** (*Barcelona*)
8:00am – 4:30pm  • **Concurrent Sessions, Presidential Sessions, Hot Topics Sessions, & Division Membership Meetings**
8:00am – 4:30pm  • ISMF Workshops
8:00am – 11:30am  • **Reflection Paper Sessions** (*Grand Ballrooms B & C*)
8:00am – 4:30pm  • Corporate Sponsor Displays (*Grand Ballroom Lobby*)
8:00am – 5:00pm  • International Hospitality Center (*Grand Foyer*)
Graduate Student Lounge (*Harbor*)
9:00am – 4:00pm  • Job Placement Center Open (*Harbor B*)
9:15am – 10:15am  • ISMF Keynote Speaker (*Grand Ballroom A*)
11:45am – 1:00pm  • Distance Learning Division Luncheon (*Grand Ballroom G*)
11:45am – 12:45pm  • Past President’s Council Luncheon (*Salon V*)
11:45am – 1:00pm  • Minorities in Media Luncheon (*Salon VI*)
3:30pm – 4:30pm  • **Third General Session:** Karen Cator, U.S. Department of Education (*Grand Ballroom A*)
4:30pm – 5:30pm  • **AECT General Member Meeting:** Awards & Meet the Candidates (*Grand Ballroom A*)
5:30pm – 7:00pm  • Joint University Reception (*Grand Ballrooms E, F, G*)
6:30pm – 9:30pm  • ISMF Awards Festival (*Grand Ballrooms A-D*)

**Saturday, October 30**

7:00am – 8:00am  • AECT Convention Intern Meeting (*Harbor*)
7:00am – 12:00pm  • AECT Convention Registration (*Grand Foyer*) & ISMF Registration
Technology Help Center (*Pacific*)
8:00am – 12:00pm  • Corporate Sponsor Displays (*Grand Ballroom Lobby*)
8:00am – 2:00pm  • ISMF Workshops
8:00am – 11:30am  • **Concurrent Sessions, Presidential Sessions, Hot Topics Sessions, & Committee Meetings**
9:00am – 12:00pm  • Professional Development Workshops
9:00am – 12:00pm  • AECT Board of Directors (*Harbor*)
Keynote Speakers

Dr. Roy Pea, Education and Learning Sciences at Stanford University

Cyber Change: Exploring National Perspectives on Connected Learning

An 2008, The National Science Foundation Task Force on Cyber-Learning released a report entitled, Fostering Learning in the Networked World, a document that emphasized the connected nature of technology and learning across disciplines. More recently, the 2010 National Education Technology Plan has provided a bold and radical proposal with five essential model components – Learning, Assessment, Teaching, Infrastructure, and Productivity. For the first time such a plan focuses on integrally supporting lifelong and lifewide learning, in and out of school, and the interconnected nature of these five components. Roy will discuss the interlocking nature of these national perspectives on connected learning, and characterize the priorities of these perspectives for research and development that will contribute to the achievements foreseen in the current national plan.

Dr. Darcy W. Hardy, Assistant Vice Provost for Technology Education Initiatives at University of Texas San Antonio

The Explosive Growth of Online Education and its Impact on Educational Technology

Over the past 100+ years, distance education has provided millions of people access to educational opportunities not otherwise possible via print, audio and video. It was the introduction of the Internet, however, that brought the field to where it is today – online and mainstreamed, with literally millions of students served annually. But while it’s great to see this online form of distance education accepted, we now have the problem of everyone being an “expert.” We know it takes much more than uploading a set of PowerPoint files and a few Word documents into a course management system “shell” to develop a quality online teaching and learning experience. So, what is quality in these courses? Who enforces it? What is the role of instructional designers and technologists throughout the development process? This session will look at these questions and more, while interacting with the audience to find the answers.

Karen Cator, Director of the Office of Educational Technology U.S. Department of Education

Transforming American Education: Learning Powered by Technology

The National Education Technology Plan (NETP) released by the U.S. Department of Education on March 5, 2010, presents a model of 21st century learning powered by technology, with goals and recommendations in five essential areas: learning, assessment, teaching, infrastructure, and productivity. The Plan also identifies far-reaching “grand challenge problems” that should be funded and coordinated at a national level. Please bring questions and comments to facilitate an interactive discussion with Karen regarding the NETP.
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*Polly Reikowski, Principal, Eagan High School, MN*

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*Katie Leigh, Coordinator, International Student Media Festival*

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*Gregg W. Downey, Publisher & Editorial Director*

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**Presidential Sessions**

~~~ Wednesday ~~~

**Instructional Design & Technology Professors’ Forum**
Wed., Oct. 27th, 8:00am – 11:30am, 2nd Floor South Tower, Valencia.

Presenters: *Elizabeth Boling, Indiana University; Monica Tracey, Wayne State University; Ginger S. Watson, Old Dominion University; Richard Schwier, University of Saskatchewan.*

Facilitator: *Sharon Smaldino, University of Northern Illinois.*

As a professor in Instructional Design and Technology you are invited to a special session at the 2011 AECT conference. As a response to the popularity of last year’s forum, we are planning another exciting IDT Professor’s Forum for this year. Sharon Smaldino will kick off our second forum where professors interested in instructional design/technology are welcome to come and experience an opportunity to visit, brainstorm, collaborate, and share, etc., with others with strong interests in instructional design. This year, we have two discussion sessions: Monica Tracey and Elizabeth Boling will facilitate a discussion titled New Approaches to Instructional Design and Richard Schwier and Ginger Watson will facilitate a discussion on Training Professionals for Instructional Design Practice.

**The Handbook of Research on Educational Communications & Technology**
Wed., Oct. 27th 1:00pm – 2:00pm, 2nd Floor North Tower, Salon I

Presenters: *J. Michael Spector, University of Georgia; M. David Merrill, retired; Jan Elen, University of Leuven; MJ Bishop, Lehigh University.*

Facilitator: *J. Michael Spector, University of Georgia.*

The process for the 4th edition of the Handbook of Research on Educational Communications and Technology is now underway. Springer Academic will again publish the handbook and the target publication date is 2012/2013. The editorial team includes J. Michael Spector, M. David Merrill, Jan Elen, and M.J. Bishop. The group has been meeting since October 2009 and has developed a basic approach that involves nine sections and more than 70 chapters. Membership has been asked for input on the framework and proposed chapters, and the membership and others outside AECT have been asked to submit proposals. The purpose of this session is to provide an update on the current status of the development of the 4th edition and to get further feedback with regard to organization, content, contributors, and so on.

**Openness and Data Analytics: The Future of Education**
Wed., Oct. 27th 2:15pm – 3:15pm, 2nd Floor North Tower, Salon I

Presenter: *David Wiley, Brigham Young University.*

Facilitator: *Miriam B. Larson, Virginia Tech & University of Tennessee Knoxville.*

For decades, pundits have claimed that technology X was about to revolutionize education. While the Internet has significantly reduced time and place constraints on opportunities to learn, the Internet has not significantly impacted the teacher-side (pedagogy) or learner-side (effectiveness) of education. However, current online trends in openness (e.g., open educational resources) and data analytics (e.g., educational data mining) are positively impacting pedagogy and effectiveness. Come learn what all the “open” and “data” fuss is about, and join a discussion of what’s already happening in the field and how these trends will impact the future of education.
Educational Technology University Curricula  
Wed., Oct. 27th 2:15pm - 3:15pm in Salon III  
Presenters: Glenda Gunter, University of Central Florida; Justin Kennedy, San Diego State University; Robert Kenny, University of Central Florida; Shadow Armfield, Northern Arizona University; Roy Marquez, University of Central Florida.  
Facilitator: Barbara Lockee, Virginia Tech.  
The AECT Curriculum Committee will present an overview of the updated AECT Educational Technology Curricula Database and its features, and will demonstrate the process universities can use to update their information. They will also discuss some of the challenges involved in the updating process, future ideas for enhancements, and will entertain audience questions and solicit suggestions. This session is recommended for academic program directors and curricula majors.

Lessons to be Learned from Online For-Profit Universities  
Wed, Oct. 27th 3:30pm – 4:30pm 2nd Floor North Tower, Salon I  
Presenters: Ana Donaldson, Walden University; MaryFriend Shepard, Walden University; Les Moller, University of South Dakota.  
Facilitator: Ana Donaldson, Walden University.  
As the educational emphasis has shifted to online programs, faculty in public and private institutions of higher education are in search of model programs where academic success is evident. One of the fastest growing enterprises for the delivery of advanced online degrees is the for-profit institutions that have seen significant increases in enrollment. This panel of faculty and administrators from a well known for-profit institution will share how instructional design and delivery has effectively addressed the needs of today’s learner. A special focus will be included on addressing how rigor, research agendas, and emergent technologies are incorporated into course design.

The Internationalists & Their Impact on AECT  
Wed, Oct 27th 3:30pm – 4:30pm 2nd Floor North Tower, Salon II  
Presenters: Richard Cornell, University of Central Florida; as well as a number of internationalists, both in person and in absentia, including Dr. Clarence Chu – National Taiwan University; Dr. Jerrold E. Kemp, Retired – San Jose State University; Dr. Eugene Kowch – Calgary, Alberta; Dr. Jan Visser – The Netherlands and the World; Dr. Francois Marchessou – Poitiers, France; Hakan Aydin – Anadolu, Turkey; and Professor Sang Xinmin – Nanjing University, China.  
Facilitator: Ross Perkins, Boise State University.  
We will ask several of our AECT “international pioneers” questions related to how they view our field from an international perspective with respect to the past, present, and future. The questions they will answer will target global issues that impact us in AECT. The following, while not able to be present, will also be recognized for their continuing affiliation with AECT and their support of its international outreach: Professor Yong-Qian Liu, Ministry of Education, Beijing; Professor Xie Baizhi, Fourth Military Medical University, Xi’an; Dr. Alex Federov, University of Taganrog, Russia; Dr. Bosco Wen Ruey Lee, Wenzao Ursuline College of Languages, Kaohsiung, Taiwan; Professor George Sheu-Ting Chang, Taipei; and Dr. Jenny K. Johnson, Agokeek, Maryland.
The Educational Media Yearbook
Thur., Oct. 28th, 8:00am – 9:00am, Lobby Level Grand Ballroom A
Presenters: Robert Branch & Michael Orey, 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 2011 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.

Empowering Women Leadership in the field of Educational Technology
Fri., Oct. 29th 9:15am – 10:15am, 2nd Floor North Tower, Salon III
Presenters: Ana-Paula Correia, Iowa State University; Yanghee Kim, Utah State University; Barbara Lockee, Virginia Tech; Patricia A Miller, Channel 5 Public Broadcasting; Sharon Smaldino, Northern Illinois University; Patricia A. Young, University of Maryland Baltimore County.

Discussants: Eunjung (Grace) Oh, University of Georgia; Heather Leary, Utah State University; Nari Kim, University of Wisconsin Oshkosh; Abigail Hawkins, Brigham Young University; Evrim Baran, Iowa State University.
Facilitator: Eunjung Oh, University of Georgia.

Early-career women often have difficulty finding mentoring and leadership opportunities in educational technology. In this interactive, panel session, six successful female leaders in the field share how they navigated their career paths and give advice on finding mentors, models, and leadership opportunities. Session includes both large- and small-group discussions.

The Encyclopedia of the Learning Sciences
Thur., Oct. 28th 8:00am – 9:00am, 2nd Floor North Tower, Salon I
Presenters: Norbert M. Seel, Florida State University; J. Michael Spector, University of Georgia.
Facilitator: J. Michael Spector, University of Georgia.

Springer Academic will be publishing this new reference work. The lead editor is Prof. Seel (University of Freiburg). The work covers all aspects of learning, including non-human learning. Broad covering of learning is ensured by contributions from leading scientists in areas such as behavior, cognition, epistemology, and neuroscience. The volume is scheduled to appear in late 2011 and will include hundreds of entries, many from AECT members. This session will provide an update on the current status of the Encyclopedia.
Presidential Sessions

~~~ Thursday ~~~

Through the Glass Dimly: Future Directions in Online Learning
Thur., Oct. 28th 9:15am – 10:15am, Lobby Level Grand Ballroom A
Presenters: Steve Harmon, Georgia State University; Marshall Jones, Winthrop University.
Facilitator: Barbara Lockee, Virginia Tech.
New and emerging technologies, social structures, and understandings of human cognition have the potential to reshape online learning. But then, this has always been the case. This session examines the history of technology for learning as a catalyst for discussing near, mid and long term learning technologies and issues associated with them. Focusing on human learning instead of specific tools will help educators take full advantage of technologies for online learning in the future.

The Jenny Johnson Socratic Seminar
Thur., Oct. 28th 9:15am-10:15am in Salon I
Presenters: Sharon Smaldino, Northern Illinois U; Lawrence Lipsitz, Educational Technology Magazine; T. Weston Miller, Earlham College.
Discussants: Mike Montalto-Rook, Penn State University; Rolando Marquez U of Central Florida.
Facilitator: Mike Montalto-Rook, Penn State University.
Three leading scholars in our field are paired with and interviewed by graduate student members who introduce the scholars and their work at this session. The scholars then present their philosophies of education and the role of educational technology. Graduate student discussants will follow with an analysis of the scholars’ philosophies. Audience members are encouraged to ask questions and contribute to the session.

The International Center for Learning, Education and Performance Systems
Thur., Oct. 28th 10:30am – 11:30am, Lobby Level Grand Ballroom G
Presenters: Tristan Johnson, Florida State University; J. Michael Spector, University of Georgia.
Facilitator: J. Michael Spector, University of Georgia.
The International Center for Learning, Education and Performance Systems (ICLEPS) is an association led by researchers at three key universities – Florida State University (FSU), the Open University of The Netherlands (OUNL), and the University of Georgia (UGA). The general areas of interest include development of expertise, innovative instructional design, assessment of learning in complex domains, dynamic learning environments, and collaborative learning environments. The purpose of ICLEPS is to promote cross-institutional, multi-disciplinary research and contribute to the educational research knowledge base by conducting collaborative research, providing mentoring for graduate students, and presenting and publishing together. This panel session will present views of learning, education and performance systems from representatives of the key participating institutions. In addition, the panel will provide the rationale behind the design of an OUNL-led study and promote a discussion with participants how research might be structured in the future that goes beyond traditional institutional and discipline barriers and addresses the actual needs of learners in the workplace.
The Key to 21st Century Project Based Learning
Thur., Oct. 28th 1:00pm – 2:00pm, Lobby Level Grand Ballroom G
Presenters: Chet Thomas, ISM Films; Susan Stansberry, Oklahoma State University.
Facilitator: Barbara Lockee, Virginia Tech.
What happens when Hollywood meets the classroom? Join us for this special invited session that features a project between Oklahoma State University and ISM Films, based in Los Angeles, CA. ISM works with teachers across the country to effectively integrate the film-making process into their teaching methodologies. This interactive media-based program teaches the principles needed to effectively tell a story, whether it’s one that students have made up or one they are telling about history. Oklahoma State University has partnered with ISM through special workshops offered to Oklahoma teachers and the Oklahoma State Student Media Festival for K-12 students who are aspiring filmmakers.

Distributed Basic Education and the Open University of Indonesia
Thur., Oct. 28th 1:00pm – 2:00pm Lobby Level, Grand Ballroom F
Presenters: Atwi Suparman, Open University of Indonesia; Tian Belawati, Open University of Indonesia; Thomas Luschei, Florida State University; Dewi Padmo, Florida State University; Michael Spector, University of Georgia.
Facilitator: Pupung Purnawarman, Virginia Tech.
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.

Recent Neuroscience and Cognitive Research Findings on Cyber Learning
Thur., Oct. 28th 10:30am – 11:30am, Lobby Level, Grand Ballroom A
Presenter: Richard Clark, University of Southern California.
Facilitator: Barbara Lockee, Virginia Tech.
This session will focus on the parallels between recent findings in neuroscience and cognitive learning research relevant to cyber learning programs including: 1) How and why our minds are structured to make some types of cyber learning difficult and what we can do about it; 2) Exciting neuroscience findings that may significantly advance cyber learning in the future; and 3) New and counter-intuitive information about cyber learning motivation.
The Exchange Between Researchers and Practitioners: A 360-Degree Panel
Discussion on the Transfer of Knowledge
Thur., Oct. 28th 2:15pm – 3:15pm, 1st Floor North Tower, Garden Room 3
Presenters: Randy Hollandsworth, Piedmont College; J. Michael Spector, University of Georgia; Leslie Blatt; Mary Beth Jordan, Albuquerque Academy/Simms Library; Carol A. Brown, East Carolina University.
Facilitator: Randy Hollandsworth, Piedmont College.
This session is co-sponsored by the School Media and Technology Division, and features a panel discussion of the varied perspectives on transferring knowledge from research to practice in the field. The discussion will approach the elements of this process within a topical format regarding school media specialists. However, the overarching theme is transferable to all AECT divisions and throughout the instructional technology field. The panel will consist of the professional roles of researcher, professor/instructor, school media specialist, and graduate student. The audience will have opportunities to embrace these issues through audience engagement and subsequent publishing in a special issue of TechTrends.

CNIE - Canadian Network for Innovation in Education
Thur., Oct. 28th 2:15pm – 3:15pm, 2nd Floor South Tower, Madrid
Presenter: Kim Munich, British Columbia Institute of Technology (BCIT)
Facilitator: Miriam B. Larson, Virginia Tech & University of Tennessee at Knoxville.
Nursing schools have offered distance courses for over 30 years, evolving from paper-based correspondence to online learning (Billings, 2007). This presentation reports on an investigation of the coping strategies undergraduate and graduate nursing students’ implemented while learning online at two universities in Canada. Content analysis of the telephone interviews, online content and a follow up questionnaire, identified three main themes (a) factors that challenged student coping strategies (b) factors that facilitated student coping strategies and (c) self-directed coping strategies. Although this research is based on nursing students, the results on the factors that facilitate student coping are applicable to other online learners.

State Affiliates Poster Session
Thur., Oct. 28th 2:15pm – 3:15pm, Lobby Level Grand Ballroom C
Presenters: Jana Dixon, Arkansas Association of Instructional Media; Charlie White, New England School Library Association; Leslie Blatt, New Jersey Association for School Librarians.
Facilitator: Barbara Lockee, Virginia Tech.
AECT is fortunate to have formal connections to several state affiliate groups, including the Arkansas Association of Instructional Media, the Georgia Association for Instructional Technology, the Florida Association for Media in Education, the New England School Library Association, and the New Jersey Association for School Librarians. Join us in this special poster session to learn about the many exciting initiatives and activities of our collaborating organizations!
The New Media Consortium & AECT
Fri., Oct. 29th 8:00am – 9:00am, Lobby Level Grand Ballroom E
Presenters: Milton C. Nielsen, Texas State University San Marcos; Trey Martindale, University of Memphis; J. Michael Spector, University of Georgia.
Facilitator: Trey Martindale, University of Memphis.
AECT has just become one of the newest members of the New Media Consortium. NMC’s objectives, sparking innovation, learning and creativity, are very similar to those of AECT. We will discuss the background of NMC, its past and current projects, and future programs. We will also describe NMC’s initial certification effort and discuss its ramifications for AECT. Mike Spector, AECT President will give us the view from the leadership of AECT with an organizational and membership perspective. New resources are available to you.

Applying AECT’s Code of Ethics to Cyberlearning Opportunities
Fri, Oct. 29th 10:30am – 11:30am, Lobby Level, Grand Ballroom E
Presenters: Sharon Smaldino, Northern Illinois University; Mary Herring, University of Northern Iowa; Ana Donaldson, Walden University.
Facilitator: Ana Donaldson, Walden University.
Professionals often are unaware, or lack a clear picture, of the code or rules that govern professional behavior in educational technology. AECT has generated ethical codes that provide the guidelines and rules by which all professionals conduct themselves within their practice. This session will use a case-study approach to investigate how the AECT Code of Ethics applies to the design and development of cyberlearning opportunities and discuss how the code can influence practice.

Global Collaboration: Using Music to Rock Our World
Fri., Oct. 29th 1:00pm – 2:00pm, Lobby Level Grand Ballroom E
Presenter: Carol Anne McGuire
Facilitator: Barbara Lockee, Virginia Tech.
Since 2004, the Rock Our World project has connected students and teachers around the world to collaborate in composing original music, making movies, and meeting each other in live video chats. Using Apple’s GarageBand, a musical composition is developed in a progressive manner, from country to country. At each stop, one more instrument is added. When the composition comes back to the original country, it has touched students from all over the world. While the music is moving, students are meeting each other in live video chats to discuss various topics of curriculum. Join our featured speaker Carol Anne McGuire as she describes this exciting and unique approach to global collaboration through media!

The International Student Media Festival
Fri., Oct. 29th 2:15pm – 3:15pm, Lobby Level Grand Ballroom E
Presenter: Otto Benavides, California State University, Fresno
Facilitator: Barbara Lockee, Virginia Tech.
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.
IBSTPI Moving Forward: Update on the International Board of Standards for Training, Performance and Instruction
Fri., Oct. 29th 2:15 PM - 3:15 PM in Salon V
Presenters: Tiffany A. Koszalka, ibstpi Director.
Facilitator: Miriam B. Larson, Virginia Tech & University of Tennessee at Knoxville.
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. This session will provide an update on exciting ibstpi activities and accomplishments in recent years, including development of competencies for online learners, internationally validated revisions to the Instructional Designer competencies, and efforts to create an online community of ibstpi product users from around the globe. The Board is especially interested in gaining feedback from one of its founding organizations with regard to its library of products and what products and services it might develop and pursue in the future. As a result, a significant portion of this session’s time will be devoted to a discussion of professional practice and how ibstpi and AECT might best serve the professional community.

The National Technology Leadership Coalition
Sat., Oct. 30th 8:00am – 9:00am, 2nd Floor South Tower, Madrid
Presenters: Glen Bull, University of Virginia; Mary Herring, University of Northern Iowa; J. Michael Spector, University of Georgia; Barbara Lockee, Virginia Tech; Abbie Brown, East Carolina University; Sharon Smaldino, Northern Illinois University.
Facilitator: Barbara Lockee, Virginia Tech.
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) facilitate and encourage cross-disciplinary discussion of appropriate uses of technology in the core content areas across professional associations; (b) serve as a clearinghouse for consultation with corporate partners who are designing advanced uses of technology intended to facilitate learning; (c) collaborate with federal policy makers and legislators to ensure that this topic remains at the forefront of the national education agenda; (d) support and facilitate scholarly dialog in professional journals and conferences; and (e) ensure that university theory and research are applicable to applied uses in schools. Outcomes of the previous two meetings of NTLC will be presented along with a discussion about future directions and priorities.

Developing an Educational Technology Knowledge Management System for PK-12 Teacher Professional Development
Sat., Oct. 30th 9:15am – 10:15am, Lobby Level Grand Ballroom D
Presenters: Anne Bednar, Eastern Michigan University; Nancy Copeland, Eastern Michigan University.
Facilitator: Ken Potter, Virginia Tech.
This presentation is co-sponsored by the Teacher Education Division to fast start your interaction with a knowledge management wiki that organizes educational technology information. Three doors provide access to the knowledge base; a sociogram of people in the field; and professional, interactive, collaborative communities. The edu-techKnowiki is evolving through the collaboration of the educational technology professional community nationwide and invites your participation.
General Information

Convention Registration Information
Registering for the full AECT Convention entitles you to a printed convention program, an AECT name badge and other premiums, and entry to convention special events. Note that some events require a ticket, as indicated in the convention program.

AECT Registration Desk and Hours
The AECT and ISMF Registration booths are located in the Grand Foyer, Lobby Level of the Hyatt.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Hours of Operation</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>October 25</td>
<td>12:00 pm – 7:00 pm</td>
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<tr>
<td>Tuesday</td>
<td>October 26</td>
<td>7:00 am – 5:00 pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>October 27</td>
<td>7:00 am – 6:00 pm</td>
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<tr>
<td>Thursday</td>
<td>October 28</td>
<td>7:00 am – 6:00 pm</td>
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<tr>
<td>Friday</td>
<td>October 29</td>
<td>7:00 am – 4:00 pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>October 30</td>
<td>7:00 am – 12:00 pm</td>
</tr>
</tbody>
</table>

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 – Pacific Room
Thousands of volunteer hours go into the planning of the annual convention. You’ll be given the opportunity to evaluate sessions, special events, speakers, staff and many other important elements of your convention experience during the convention itself. Please take the time to complete the evaluation forms distributed at each session by the facilitator. Completed evaluation forms may be returned to the session facilitator or dropped off at the Convention Evaluation Desk in the Pacific 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 – Pacific Room
Please check in at the Convention Evaluation Desk in the Pacific 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 7:00am, Tuesday through Saturday.

Technology Help Center – Pacific Room
AECT’s Technology Help Center is open Tuesday through Friday, 7:00am – 5:00pm and Saturday 7:00am – 1:00pm. As a service to AECT speakers, graduate students enrolled in U.S. and foreign IT programs volunteer their time and energy to help with presentation equipment set up. If you have special equipment needs, or issues with the standard equipment provided in the presentation rooms, you can come by the
General Information

Pacific Room for help. Please take a moment to thank the volunteers and show your appreciation for their support. Their efforts help this convention run smoothly.

International Hospitality Center & International Rendezvous – Grand Foyer
The AECT International Hospitality Center is a welcome center open to all international convention attendees. The hospitality center is located in the Grand Foyer on the Lobby Level of the Hyatt. The Center is designed to allow international delegates with similar interests and concerns an opportunity to network, relax and meet colleagues with similar professional interests. Members of the AECT International Division will be on hand to assist international delegates whenever possible. Hours are Wednesday through Friday, 8:00am – 5:00pm.

Graduate Student Lounge – Harbor Room
The Graduate Student Lounge is a great place for graduate students to take a break, meet with fellow graduate students and interact with AECT leaders who present the Graduate Student Association (GSA) breakout presentations. Be sure to check the program for sessions held here that are of special interest to graduate students. The Graduate Student Lounge is open Wednesday through Friday, 8:00am – 5:00pm, and shares a location with the Job Placement Center.

Job Placement Center – Harbor 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, 1:00pm – 4:00pm to accept job and resume postings only. Full operation of the AECT Job Placement Center is Thursday and Friday from 9:00am – 4:00pm. In partnership with Job Target, AECT also offers an online job service year-round for both employers and job candidates.

Lost and Found – Located at AECT/ISMF Registration – Grand Foyer
Lost and found items may be turned in to the AECT Registration Desk located at the convention registration area in the Grand Foyer. We will make every effort possible to return a lost item to its rightful owner.

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

AECT Book Store – Grand Foyer
Stop by and review and/or buy your copy of AECT’s newest publications. Books will be on sale at the AECT Book Store located in the Grand Lobby Foyer.

Research Proceedings
AECT’s Convention Research Proceedings, Vol. 1 and Vol. 2, will be available online after the convention, as a downloadable member benefit. Members will be notified by email announcement when the proceedings are available online. Print copies of Vol. 1 may be ordered onsite from the AECT Bookstore in Anaheim.

Costs: Proceedings Volume 1: Research and Development – **$80 Print** or free if downloaded. Proceedings Volume 2: Practice of Educational Technology – Electronic Download Only (No print version available.)
General Information

University Reception Participants & Hosts
Arizona State University, Host: Jim Klein          Florida State, Host: Allan Jeong
Indiana University, Host: Ted Frick              Morehead State University, Host: Dr. Chris Miller
Northern Illinois Univ., Host, Lara Luetkehans  Univ. of Georgia, Host, Dr. Lloyd Rieber
Univ. of Memphis, Host: Trey Martindale          University of North Dakota, Host: Rick Van Eck
Wayne State University, Host: Monica Tracey      Virginia Tech University, Host: Barbara Lockee
Univ. of Hawaii At Manoa, Host: Catherine Fulford

Purchasing Tickets for Meal and Workshop Events
When you check in, be sure to look through your registration packet to make sure the meal ticket(s) and workshop tickets you purchased have been included in your registration materials. If the tickets you pre-purchased are not in your registration packet, please correct this problem before leaving the registration desk. If you did not pre-purchase ticket for a meal event you would like to attend, stop by the AECT Registration Desk to purchase one. Tickets will be available on a space-available basis and must be purchased 24-hours in advance of the desired meal event. Meal tickets will not be sold at the door for meal events. Tickets will be collected at the door.

Business Center, Located Adjacent to the Hotel Lobby Level
The Business Center is operated by Swank Audio Visual. A complete line of printing services and office supplies are available during normal operating hours. Staffed hours are Monday through Friday, 7:00am – 5:00pm.
Phone Ext: 6109. Accessible 24 hours with automation. Guests can use their room key to access the Business Center, and a credit card to activate the automated services.

Shipping Services – available during normal staffed hours, or, after hours, see the Concierge for assistance.
UPS & FedEx – a $ Rate + Shipping & Handling fees apply. $5 per box, $3 per letter.

Internet Services
AECT is pleased to announce complimentary WiFi, available in all meeting rooms and common areas of the hotel. Free internet is also available in lodging rooms for those participants staying at the convention hotel.

Concierge Desk
Located on the hotel’s lobby level, the Concierge Desk has a wealth of information waiting for you. The Hyatt concierge staff wants to make your stay pleasant, and can assist you with many services, including restaurant recommendations and reservations, local tours, transportation, florists, tickets to Anaheim attractions, and the fulfillment of a variety of different requests. Maps and brochures on area attractions are also available. If you have any special requests, please feel free to contact the staff prior to your arrival so that they can service all your needs. The concierge can be reached from your hotel room at Ext. 51.

Airport Transportation
John Wayne Orange County Airport (SNA) is 13 miles from the hotel, typically a 20-minute drive.
Super Shuttle: $10 per person/one way. Book Online:  http://m.supershuttle.com
Yellow Cab: Flat Rate: $36. P. 714-535-2211
Arrange through Hotel Concierge: 714-750-1234 Ext. 51
General Information

Town car – $50 one way
SUV – $55 one way
Limo – $85 one way (up to 8 passengers/7 pieces of luggage)

Los Angeles International Airport (LAX) is 35 miles from the hotel, typically a 50-minute drive.
Super Shuttle: $16 per person/one way. Book Online: http://m.supershuttle.com
Yellow Cab: Flat Rate: $36 P. 714-535-2211
Arrange through Hotel Concierge: 714-750-1234 Ext. 51
Town car - $100 one way
SUV – $110 one way
Limo – $140 one way + 20% gratuity (up to 8 passengers/7 pieces of luggage)

Disneyland® Resort
Complimentary Hotel Shuttle Provided – Distance 1 mile
Rekindle the magic and wonder of youth at Disneyland® Park and Disney’s California Adventure® Park, both a part of Disneyland® Resort. Hyatt Regency Orange County offers a complimentary shuttle for guests (with hotel room key) to and from Disneyland. The shuttle departs from the hotel on the hour and the half-hour. Pick up for departure from Disney is 20 and 50 minutes after each hour. The last shuttle departs Disneyland 50 minutes after the park’s closing. The Disneyland® Resort Desk is conveniently located in the Hotel Lobby – Discounted tickets are available for purchase on-site.

Hotel Parking
The Hyatt Hotel has on-site parking spaces available for guests. The current charge is $15 Self Parking per night. Valet parking is offered for $19 per night.

Accessibility
The staff at the Hyatt Regency Orange County is committed to meeting and exceeding all of the requirements for the Americans with Disabilities Act. The staff is trained to accommodate guests with special needs or disabilities, and hotel services include:
• ADA Devices
• Facilities for disabled persons
• Audio/visual smoke detectors
• Braille symbols in the elevators
• Braille restaurant/room service menus (available upon request)
• Roll-in-showers
• Wheelchair accessible sinks/vanity and towel racks
• Spa and pool lifts, bathtub benches, grab rails, closet poles (available upon request)

The Hyatt Regency Orange County pledges to do their best to ensure that all guests are able to take advantage of hotel amenities and activities, and will therefore have an enjoyable and safe stay.
## AECT Educational Partners – Tabletop Exhibits, Grand Ballroom Foyer

Wednesday through Friday, take time to stop by the tabletop exhibits and see what’s new and available to professionals like you in the field of instructional technology. The tabletop exhibits are open Wednesday through Friday during normal operation hours. Participating educational partners with displays include Coastline Community College, Morehead State University, Pearson/Prentice Hall, Routledge Journals, Springer Publications, and Walden University. Other Educational Partners without displays include Virginia Tech, Boise State University, and The University of Georgia.

### Educational Partners Contact Information

<table>
<thead>
<tr>
<th>Coastline Community College</th>
<th>ISM Films</th>
<th>Kaplan, Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact</strong>: Lynn M. Dahnke</td>
<td><strong>Independent Student Media Films</strong></td>
<td><strong>Contact</strong>: Liz Rubin</td>
</tr>
<tr>
<td><strong>Director, Marketing &amp; Partnerships</strong></td>
<td><strong>Contact</strong>: Chet Thomas</td>
<td><strong>Executive Recruiter</strong></td>
</tr>
<tr>
<td><strong>Coast Learning Systems</strong></td>
<td><strong>Phone</strong>: 818.434.4064 <strong>cell</strong></td>
<td><strong>Kaplan, Inc</strong></td>
</tr>
<tr>
<td><strong>Coastline Community College Center for Instructional Systems Development</strong></td>
<td><strong>Email</strong>: <a href="mailto:chet@ismfilms.com">chet@ismfilms.com</a></td>
<td><strong>888 Seventh Avenue</strong></td>
</tr>
<tr>
<td><strong>11460 Warner Ave.</strong></td>
<td></td>
<td><strong>New York, NY 10106</strong></td>
</tr>
<tr>
<td><strong>Fountain Valley, CA 92708</strong></td>
<td></td>
<td><strong>Phone</strong>: 212-974-2710 <strong>office</strong></td>
</tr>
<tr>
<td><strong><a href="http://www.CoastLearning.org">www.CoastLearning.org</a></strong></td>
<td></td>
<td>**917-304-4573 <strong>cell</strong></td>
</tr>
<tr>
<td><strong>Phone</strong>: (800) 547-4748</td>
<td></td>
<td><strong>Email</strong>: <a href="mailto:Liz.Rubin@kaplan.com">Liz.Rubin@kaplan.com</a></td>
</tr>
<tr>
<td><strong>Cell</strong>: (714) 713-1442</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fax</strong>: (714) 241-6286</td>
<td></td>
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</tr>
<tr>
<td><strong>Email</strong>: <a href="mailto:ldahnke@coastline.edu">ldahnke@coastline.edu</a></td>
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<tr>
<th>Morehead State University</th>
<th>Pearson/Prentice Hall</th>
<th>Pearson – Curriculum</th>
</tr>
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<tbody>
<tr>
<td><strong>Contact Chris Miller</strong></td>
<td><strong>Pearson Higher Education</strong></td>
<td><strong>Lauren Sherman &amp; Molly Roller</strong></td>
</tr>
<tr>
<td><strong>Ginger Hall 408 Ginger Hall</strong></td>
<td><strong>1 Lake Street</strong></td>
<td><strong>Pearson Teacher Education Development</strong></td>
</tr>
<tr>
<td><strong>Foundational and Graduate Studies in Education</strong></td>
<td><strong>Upper Saddle River, NJ</strong></td>
<td><strong>3075 West Ray Road MS240</strong></td>
</tr>
<tr>
<td><strong>Morehead, KY 40351</strong></td>
<td><strong>07458</strong></td>
<td><strong>Chandler, AZ 85226</strong></td>
</tr>
<tr>
<td><strong>Phone</strong>: 606-783-2855</td>
<td><strong>Contact</strong>: Darcy Betts Prybella Sr. Marketing Manager</td>
<td><strong>Phone</strong>: 480-457-6178</td>
</tr>
<tr>
<td><strong>Fax</strong>: 606-783-5032</td>
<td><strong>Pearson Teacher Education Development</strong></td>
<td><strong>Email</strong>: <a href="mailto:lauren.sherman@pearson.com">lauren.sherman@pearson.com</a></td>
</tr>
<tr>
<td><strong>Email</strong>: <a href="mailto:c.miller@morehead-st.edu">c.miller@morehead-st.edu</a></td>
<td><strong>Phone</strong>: 614-841-3635</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Email</strong>: <a href="mailto:darcy.betts@pearson.com">darcy.betts@pearson.com</a></td>
<td></td>
</tr>
</tbody>
</table>
2010 National Convention Program Planning Committee
Barbara Lockee, AECT President-elect and International Convention Chair, Virginia Tech
Miriam B. Larson, AECT International Convention Lead Planner, Virginia Tech

• Design and Development Division
  Brian Beatty, San Francisco State University

• Research & Theory Division
  Jozenia Colorado, Emporia State University

• Distance Learning Division
  Maria Avgerinou, DePaul University
  Cindy York, Armstrong Atlantic State University

• Division on Systemic Change
  Sunkyung Lee (Sunnie) Watson, Ball State University

• International Division
  Charles Xiaoxue Wang, Florida Gulf Coast University

• School Media Technology
  Randy Hollandsworth, Piedmont College

• Multimedia Production Division
  Bill Sugar, East Carolina University

• Teacher Education Division
  Susan Stansberry, Oklahoma State University

• Training and Performance Division
  James Marken, Old Dominion University

• International Visual Literacy Association
  Karen Kaminski, Colorado State University

• Korean Society for Educational Technology
  HyunSong Kim, The University of Georgia

• Minorities in Media
  Brandon C. Taylor, Northern Illinois University/Chicago State University

• New England School Library Association
  Charlie White, AECT Board Liaison

• Society of International Chinese in Educational Technology (SICET)
  Tina Wu, Central Connecticut State University

• International Council for Educational Media
  Cheng-Chang Pan, Univ. of Texas at Brownsville

• Featured Research Papers
  James L. Klein, Arizona State University

• International Student Media Festival
  Otto Benevides, California State Univ. at Fresno

• Leadership Planning Committee
  Karen Kaminski, Colorado State University

• D&D Showcase
  Ikseon Choi, University of Georgia, and Yi-Chun Hong, University of Georgia

• Graduate Student Assembly
  Mike Montalto-Rook, Penn State University

• ECT Foundation
  T. Weston Miller, Earlham University

AECT Staff
Phillip Harris, AECT Executive Director
Larry Vernon, AECT Electronic Services
Judy Tackett, AECT Administrative Assistant
Lois Freeland, AECT Convention Consultant/Coordinator
Dalinda Bond, Manager, AECT Technology Center
Barry Mecum, Mecum Technologies, Internet Services

Acknowledgements
• John Paul, On-site Convention Evaluation Coordinator
The AECT Faculty/Student Mentor Program is an opportunity for graduate students to be matched with a faculty mentor at the 2010 convention in Anaheim. This year will be for mentoring in similar RESEARCH interests only, and is designed for faculty to share knowledge, experiences, resources, and expertise to help benefit graduate students.

This year’s Mentors are:

Ross A. Perkins, Ph.D., is currently an assistant professor in the Department of Educational Technology at Boise State University. He served as president of the AECT International Division from 2009-2010, and has been on the division’s board since 2003. His research interests include the adoption and diffusion of ICT’s in international contexts, K-8 science teaching methods, and innovations in STEM teaching and learning. Perkins is an alumnus of the doctoral program at Virginia Tech (2003).

Leslie Blatt has been a School Library Media Specialist since 1973. She is a Past President of the Fairfax County (VA) School Librarians Association and a Past President of the New Jersey Association of School Librarians (NJASL). In New Jersey, she is certified as a Principal, Supervisor, History Teacher, Professional Librarian, and School Library Media Specialist. She has been involved with all the grade levels, Kindergarten - 12, in schools that are in wealthy areas as well as urban areas. Her involvement with AECT is widespread. She represents NJASL as the New Jersey State Affiliate to AECT, serves on the Leadership, Membership, and Standards Committees of AECT and is a member of several divisions.


Kay Persichitte began her career as a high school math teacher. Nineteen years later she jumped the fence to higher ed with a PhD in Educational Technology. In the intervening 17 years she has served as faculty member, department head, and now dean. Kay has a long history of active engagement in AECT across multiple divisions and activities.

Dr. Anthony Pina is Dean of Online Studies at Sullivan University, Kentucky is largest private university. During his 23 year career, he has taught at K-12, college and university levels and has been a professional consultant to Fortune 500 corporations, small businesses, government agencies, educational institutions and the U.S. Dept. of Defense. He is working currently on his second book on distance learning, has published over two dozen articles and book chapters, and has delivered over 120 conference presentations. Tony is a Past President of the AECT’s Division of Distance Learning (DDL) and serves currently on the AECT Executive Board.
Meet the 2010 Class of AECT Interns

Strohbehn Intern
Yi-Chung Hong
The University of Georgia

Cochran Intern 09
Evrim Baran
Iowa State University

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

Joel Gardner
Utah State University

Kelly Unger
Wayne State University

Mike Montalto-Rook
Penn State University

Min Kyu Kim
University of Georgia
# Exploring & Enjoying Anaheim

Find out more about these and other area attractions at the hotel Concierge.

<table>
<thead>
<tr>
<th><strong>Attraction</strong></th>
<th><strong>Distance</strong></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Angels Stadium of Anaheim</strong></td>
<td>2 miles</td>
<td>Home of the 2002 World Champion Anaheim Angels Baseball Team.</td>
</tr>
<tr>
<td><strong>Bowers Museum of Cultural Art</strong></td>
<td>4 miles</td>
<td>World-class traveling exhibits and permanent collections of California history.</td>
</tr>
<tr>
<td><strong>Discovery Science Center</strong></td>
<td>3 miles</td>
<td>Hands-on science fun featuring 120 interactive science exhibits.</td>
</tr>
<tr>
<td><strong>Flightdeck Air Combat Center</strong></td>
<td>4.1 miles</td>
<td>Flight simulation center where you can pilot fighter jets in actual cockpit simulators. Call for advanced reservations.</td>
</tr>
<tr>
<td><strong>Knott’s Berry Farm</strong></td>
<td>8.7 miles</td>
<td>What was once an actual berry farm is now 160 acres of world-class rides, unique family shows and one-of-a-kind attractions.</td>
</tr>
<tr>
<td><strong>Huntington / Newport Beach</strong></td>
<td>14-17 miles</td>
<td>Popular area beaches along the Pacific Coast Highway.</td>
</tr>
<tr>
<td><strong>South Coast Plaza</strong></td>
<td>11.73 miles</td>
<td>South Coast Plaza is one of the nation’s premiere shopping destinations, award-winning restaurants, spas and world-class performing arts.</td>
</tr>
<tr>
<td><strong>The Block @ Orange</strong></td>
<td>1.5 miles</td>
<td>Entertainment, dining and shopping complex.</td>
</tr>
<tr>
<td><strong>Crystal Cathedral</strong></td>
<td>1 mile</td>
<td>World famous worship center.</td>
</tr>
<tr>
<td><strong>Disneyland® Resort</strong></td>
<td>1 mile</td>
<td>Amusement parks, dining and entertainment with complimentary transportation available from hotel.</td>
</tr>
<tr>
<td><strong>Honda Center</strong></td>
<td>4.26 miles</td>
<td>Home of Mighty Ducks hockey team as well as concert and entertainment venue.</td>
</tr>
<tr>
<td><strong>Medieval Times</strong></td>
<td>8 miles</td>
<td>Theme dinner and tournament with jousting and sword fights.</td>
</tr>
<tr>
<td><strong>Old Town Orange</strong></td>
<td>4.8 miles</td>
<td>Boasting the highest concentration of antique stores west of the Mississippi.</td>
</tr>
<tr>
<td><strong>Westfield MainPlace Mall</strong></td>
<td>3.4 miles</td>
<td>Shopping Mall with 190 specialty stores and restaurants.</td>
</tr>
</tbody>
</table>

**Hyatt Regency Orange County**  
11999 Harbor Boulevard, Garden Grove, Ca 92840  
714.750.1234 • www.hyattoc.com
General Information

Within Walking Distance of the Hyatt

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Cuisine</th>
<th>Location</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>TusCA</td>
<td>Italian</td>
<td>Hyatt Hotel Lobby</td>
<td>$$$</td>
</tr>
<tr>
<td>OC Brewhouse</td>
<td>American</td>
<td>Hyatt Hotel Lobby</td>
<td>$</td>
</tr>
<tr>
<td>Starbucks Café</td>
<td>American</td>
<td>Hyatt Hotel Lobby</td>
<td>$</td>
</tr>
<tr>
<td>Hyatt General Store</td>
<td>American</td>
<td>Hyatt Hotel Lobby</td>
<td>$</td>
</tr>
<tr>
<td>Belluno’s</td>
<td>Italian</td>
<td>Adjacent to Hotel (Rear)</td>
<td>$$$</td>
</tr>
<tr>
<td>Bakers Square</td>
<td>American</td>
<td>714.750.2661</td>
<td>$</td>
</tr>
<tr>
<td>Buca di Beppo</td>
<td>Italian</td>
<td>714.740.1087</td>
<td>$</td>
</tr>
<tr>
<td>Carolina’s</td>
<td>Italian</td>
<td>714.971.5551</td>
<td>$</td>
</tr>
<tr>
<td>Coco’s Bakery</td>
<td>American</td>
<td>714.772.0414</td>
<td>$</td>
</tr>
<tr>
<td>Grand China</td>
<td>Chinese</td>
<td>714.740.1888</td>
<td>$</td>
</tr>
<tr>
<td>Joe’s Crab Shack</td>
<td>Seafood</td>
<td>714.703.0505</td>
<td>$$$</td>
</tr>
<tr>
<td>La Casa Garcia</td>
<td>Mexican</td>
<td>714.740.1108</td>
<td>$</td>
</tr>
<tr>
<td>Oggi’s Pizza</td>
<td>American</td>
<td>714.534.3599</td>
<td>$$$</td>
</tr>
<tr>
<td>Outback Steakhouse</td>
<td>Steakhouse</td>
<td>714.663.1107</td>
<td>$$$</td>
</tr>
<tr>
<td>Red Robin</td>
<td>American</td>
<td>714.971.4775</td>
<td>$</td>
</tr>
</tbody>
</table>

Price Range:  
- $  $5-$10
- $$$ $10-$18
- $$$$ Over $18

A Short Disneyland® Resort Shuttle Ride Away

After taking the Disney shuttle, a short walk will bring you to a wide array of restaurants at The Shops at Anaheim GardenWalk (321 West Katella, Anaheim, CA, 92802) or Downtown Disney. The GardenWalk features over 40 shops (open daily 11am to 9pm) and many great restaurants (open later), as well as a bowling center and lounges.

GardenWalk

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Cuisine</th>
<th>Phone Number</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>McCormick’s &amp; Schmick’s</td>
<td>Seafood</td>
<td>714-535-9000</td>
<td>$$$</td>
</tr>
<tr>
<td>Bubba Gumps Shrimp Company</td>
<td>Seafood</td>
<td>714-635-4867</td>
<td>$$$</td>
</tr>
<tr>
<td>California Pizza Kitchen</td>
<td>American</td>
<td>714-635-4867</td>
<td>$$$</td>
</tr>
<tr>
<td>P.F. Changs China Bistro</td>
<td>Chinese</td>
<td>714-635-4867</td>
<td>$$$</td>
</tr>
<tr>
<td>The Cheesecake Factory</td>
<td>American</td>
<td>714.507.2021</td>
<td>$$$</td>
</tr>
<tr>
<td>The Great Steak &amp; Potato Co.</td>
<td>American</td>
<td>714-991-9130</td>
<td>$$$</td>
</tr>
</tbody>
</table>
General Information

Downtown Disney Restaurants (Partial List)

House of Blues® Restaurant
Rainforest Café
Ralph Brennan’s Jazz Kitchen
Tortilla Jo’s

Within A 15-Minute Drive of the Hotel

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Cuisine</th>
<th>Phone Number</th>
<th>Price</th>
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<tbody>
<tr>
<td>Alcatraz Brewing Co</td>
<td>American</td>
<td>714.939.8686</td>
<td>$$</td>
</tr>
<tr>
<td>Benihana</td>
<td>Japanese</td>
<td>714.774.4940</td>
<td>$$$$</td>
</tr>
<tr>
<td>Black Angus Steakhouse</td>
<td>Steakhouse</td>
<td>714.638.9981</td>
<td>$$$</td>
</tr>
<tr>
<td>Café Tu Tu Tango</td>
<td>Appetizers</td>
<td>714.769.2222</td>
<td>$$</td>
</tr>
<tr>
<td>The Cellar</td>
<td>French</td>
<td>714.525.5682</td>
<td>$$$$</td>
</tr>
<tr>
<td>Dave &amp; Busters</td>
<td>American</td>
<td>714.769.1515</td>
<td>$$</td>
</tr>
<tr>
<td>El Torito</td>
<td>Mexican</td>
<td>714.939.6711</td>
<td>$$$$</td>
</tr>
<tr>
<td>ESPN Zone</td>
<td>American</td>
<td>714.300.3776</td>
<td>$$</td>
</tr>
<tr>
<td>Furiwa</td>
<td>Chinese</td>
<td>714.534.3996</td>
<td>$$</td>
</tr>
<tr>
<td>Koisan</td>
<td>Japanese</td>
<td>714.639.2330</td>
<td>$$$$</td>
</tr>
<tr>
<td>Koji Sushi &amp; Shabu</td>
<td>Japanese</td>
<td>714.769.0200</td>
<td>$$$$</td>
</tr>
<tr>
<td>Los Sanchez</td>
<td>Mexican</td>
<td>714.590.9300</td>
<td>$$</td>
</tr>
<tr>
<td>Market Broiler</td>
<td>Seafood</td>
<td>714.769.FISH</td>
<td>$$$$</td>
</tr>
<tr>
<td>Morton’s Steakhouse</td>
<td>Steakhouse</td>
<td>714.621.0101</td>
<td>$$$$</td>
</tr>
<tr>
<td>Mr. Stox</td>
<td>Continental</td>
<td>714.634.2994</td>
<td>$$$$</td>
</tr>
<tr>
<td>Orange Hill</td>
<td>American</td>
<td>714.997.2910</td>
<td>$$$$</td>
</tr>
<tr>
<td>Red Lobster</td>
<td>Seafood</td>
<td>714.638.9500</td>
<td>$$</td>
</tr>
<tr>
<td>Ruth’s Chris Steakhouse</td>
<td>Steakhouse</td>
<td>714.750.5466</td>
<td>$$$$</td>
</tr>
<tr>
<td>Spaghetti Station</td>
<td>Italian</td>
<td>714.956.3250</td>
<td>$$</td>
</tr>
<tr>
<td>Thai Chili</td>
<td>Thai</td>
<td>714.750.7799</td>
<td>$$$$</td>
</tr>
<tr>
<td>The White House</td>
<td>Italian</td>
<td>714.772.1382</td>
<td>$$$$</td>
</tr>
<tr>
<td>Wok Inn</td>
<td>Chinese</td>
<td>714.750.3511</td>
<td>$$</td>
</tr>
</tbody>
</table>

Price Range:
- $$  $5-$10
- $$$ $10-$18
- $$$$ Over $18
Debunks common testing myths:

· Students’ knowledge and skills can be assessed in a 45 question test.

· High test scores of students at any particular school is a good reason to assume that they have high student achievement.

· Punishments or rewards to schools based on their test scores motivates them to do better.

· If it isn’t on the test, it isn’t valuable enough to spend classroom time on it.

Much of the common knowledge about standardized tests is simply wrong, and these misunderstandings have led to the distortion of the education of children and the judgments made about them. The Myths of Standardized Tests debunks these assumptions, proposing better ways to judge the success of our schools and offering readers suggestions for ways they can help reduce the burden of tests on their children.

“Question: How can a book about educational testing be a ‘page-turner?’ Answer: When it’s written by a trio of smart, test-savvy authors who make a reader want to learn everything treated in this engaging expose of standardized testing’s foibles. Ultra-timely, this book should be mandatory reading for all educators—and everyone else!”

—W. James Popham, Professor Emeritus, UCLA
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<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Organization</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcus Childress</td>
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<td>Emporia State Univ./IDT Dept.</td>
<td>1200 Commercial Street Emporia, KS 66801 (620) 341-5829 <a href="mailto:mchildre@emporia.edu">mchildre@emporia.edu</a></td>
<td></td>
<td></td>
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<tr>
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<td>Research &amp; Theory Division</td>
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<td>1017 Pinewood Court Brighton, MI 48116 (248) 797-3677 <a href="mailto:deborah_anthony@hp.com">deborah_anthony@hp.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Graduate Student Assembly Representative</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Frank Duffy</td>
<td>Division of Systemic Change</td>
<td>Brigham Young University</td>
<td>150-E MCKB Provo, UT 84602 (801) 422-7071 <a href="mailto:david.wiley@byu.edu">david.wiley@byu.edu</a></td>
<td></td>
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<tr>
<td>Kay Persichitte</td>
<td>At-Large Representative</td>
<td>University of Wyoming</td>
<td>1000 E. University Ave. Laramie, WY 82071-3374 (307) 766-3463 <a href="mailto:kpersi@uwyo.edu">kpersi@uwyo.edu</a></td>
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<tr>
<td>David Wiley</td>
<td>At-Large Representative</td>
<td>Brigham Young University</td>
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<td></td>
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<tr>
<td>Trey Martindale</td>
<td>AECT Affiliate Representative</td>
<td>University of Memphis</td>
<td>Memphis, Tennessee 38152 (901) 870-6926 <a href="mailto:emartndl@memphis.edu">emartndl@memphis.edu</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Lifetime Achievement Award**  
Larry Lipsitz

**Annual Achievement Award**  
Gary Morrison  
Rita Richey  
MJ Bishop

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

**Special Service Award**  
Honoring notable service to AECT  
Mary Herring  
Les Moller  
Miriam B. Larson  
M. David Merrill

**Presidential Awards**  
Barbara B. Lockee  
For dedicated service to AECT and planning AECT 2010  
Deborah L. Anthony  
For dedicated service to AECT and ECT  
Karen Kaminski  
For dedicated service as AECT Leadership Chair  
Trey Martindale  
For dedicated service as AECT Liaison to NMC  
Lisa Dawley  
For dedicated service in the AECT MOU with Boise State University  
Kay Persichitte  
For continuing dedicated service to AECT and the AECT Board  
Mary Beth Jordan  
For dedicated service to the AECT Board of Directors  
William Sugar  
For dedicated service as the AECT Awards Chair  
Tom R. Atkinson  
For dedicated service as the AECT Virtual Worlds Chair  
Milton C. Nielsen  
For dedicated service to AECT and the AECT Board  
Dan Schuch  
For dedicated service to AECT through the PacifiCorp Award  
Glenda A. Gunter  
For dedicated service to AECT through the Curriculum Committee  
Thomas Brush  
For dedicated service to AECT and the Awards committee  
Tristan E. Johnson  
For outstanding service to AECT  
David A. Wiley  
For dedicated service to AECT and the AECT Board

**AECT Legacy Scholarship**  
Christa Togans, Math and Science Teacher, Extraordinaire, Harrisburg High School, Harrisburg, PA. Penn State graduate.

**AECT Distinguished Development Award -**  
Honoring distinguished development exemplifying the practical application of theory and principles of instruction design and technology  
**AECT and ECT Foundation Awards**

**AECT Immersive Learning**
Sasha Barab, Indiana University & Quest Atlantis

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

**Dean & Sybil McClusky Research Award**
Honoring 2 outstanding doctoral research proposals in educational technology
William Ernesto Mejia, Southern Illinois University Carbondale, for his paper “Effects of abstract and concrete representations in computer simulations on students’ initial understanding and learning transfer.”

**Robert deKieffer International Fellowship Award** – Honoring outstanding leadership in the field of educational technology from a foreign country
Dr. Yung Ruyen Baek, Korea National University of Education (will join the faculty at Boise State University in 2011)

**James W. Brown Publications Award**
Honoring outstanding publications
Not awarded in 2010

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

**Qualitative Inquiry Award**
– Honoring the best qualitative research in educational communications and technology
Douglas Hudson Tedford, ELT Author-Editor-Teacher Trainer; Walden University; Researcher with Online English for Rural Guatemala, Mexico City, Mexico, for Social Capital Influences Upon Internet Usage of Rural Guatemalan English Teachers.

**Young Scholar Award** – Honoring the best paper discussing a theoretical construct that could guide research and/or development in educational technology
Sebnem Cilesiz, School of Educational Policy & Leadership, Ohio State University, for her paper, Phenomenological Approach to Experiences with Technology: Current State, Promise, and Future Directions for Research.

**ECT Mentor Scholarship Award**
Honoring the doctoral student in educational media and technology submitting the most outstanding application
Kelly Unger, Wayne State University

**ECT Diamond Mentor Award**
Honoring mentors in the field
Jenny Johnson

**ECT Foundation Scholarships**

**McJulien Minority Graduation Scholarship Award** – Providing support to a minority graduate student in educational communications and technology

**ECT Foundation Internships**

**Strohbehn Intern Award**
– Yi-Chung Hong, The University of Georgia

**Cochran Intern Awards**
– Joel Gardner, Utah State University
– Min Kyu Kim, The University of Georgia
– Mike Montalto-Rook, Penn State University
– Kelly Unger, Wayne State University
– Evrim Baran, Iowa State University (2009 Intern, recognized this year)
AECT and ect Foundation Awards

Nova Southeastern Award for Outstanding Practice by a Graduate Student in Instructional Design
This award includes a $250 prize, and is given to a graduate student who has designed exemplary instructional materials. The work must have been completed in the past year, while the individual was enrolled as a graduate student.

David Dannenberg, Virginia Tech, for SecondLife Space Design
Elena Novak, Florida State University, for Simulations4STATS

Outstanding Book Award
For their 2010 (Routledge) book, A Guide to Authentic e-Learning:
Jan Herrington, Murdoch University, Perth, Australia
Thomas C. Reeves, University of Georgia
Ron Oliver, Pro-Vice-Chancellor of Teaching and Learning, Edith Cowan University, Perth, Australia

Outstanding Practice Award
This award is given to those individuals or groups that have designed exemplary instructional materials or systems.

Einat Idan, Concordia University’s Centre for the Study of Learning and Performance, for the web-based reading program ABRACADABRA.
Mable B. Kinzie, University of Virginia, for My Teaching Partner Mathematics/Science (MTP)

Outstanding Journal Article Award
Richard E. West, Brigham Young University, for his 2009 article in vol. 57, issue 3 of ETR&D, What is shared? A framework for studying communities of innovation.

Robert M. Gagné Award for Graduate Student Research in Instructional Design
This award includes a $250 prize, and is given to a graduate student who has made a significant contribution to the body of knowledge upon which instructional design practices are based. The work must have been completed in the past year, while the individual was enrolled as a graduate student.

PacifiCorp Design and Development Award Finalists with Mentors

<table>
<thead>
<tr>
<th>Student Team</th>
<th>University</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellie Hoffman</td>
<td>San Francisco State U</td>
<td>Tom Hergert, St. Cloud State U</td>
</tr>
<tr>
<td>Peter Yat Chung Fong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angela Barrus</td>
<td>Arizona State U</td>
<td>Eric Sikorski, SAIC</td>
</tr>
<tr>
<td>Nichole Smith</td>
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<tr>
<td>Michael Schwind</td>
<td>Emporia State U</td>
<td>Kathryn Ley, University of Houston – Clear Lake</td>
</tr>
<tr>
<td>Rob Ervin</td>
<td></td>
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</tbody>
</table>

*
AECT and ect Foundation Awards

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

**Distinguished International Service in Educational Communications and Technology**
Lauren Cifuentes, Texas A&M University

**ETR&D-Research Outstanding Reviewer Award**
Brian Belland, Utah State University

**ETR&D-Development Outstanding Reviewer Award**
Craig Locatis, National Library of Medicine, NIH

**Outstanding Journal Article Published in ETR&D-International Review**

**Recognition of Presidential Service**

**Dr. R. W. “Buddy” Bruniske Award** for an Outstanding Contribution to the ICT International Column of TechTrends

**Outstanding Book in Educational Technology and Teacher Education**

**Service Award**

**Outstanding Change Book Award**

**Outstanding Change Journal Article Award**

**Distinguished Service to the Systemic Change Division**
Alison Carr-Chellman, Pennsylvania State University

**The Charles M. Reigeluth Emerging Researcher Award**
Brian R. Beabout, University of New Orleans
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 75 concurrent, roundtable, and 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;
- **Afternoon**: Celebrate the 7th Anniversary of the PacifiCorp Design and Development Award Competition at 1:30 pm as the finalists present their solutions to the judging panel;
- **Evening**: Stop by the D&D table at the Welcome Reception 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; then help us congratulate D&D Outstanding Practice Award Winners and see them present the work that won them their awards at 2:00.
- **Afternoon**: Come check out our D&D Showcase to see instructional design in practice from 2:00-3:30 pm. Chat with designers and see the results of their work; and,

**Friday**
- **Morning**: Congratulate the D&D Outstanding Book, NOVA Student Practice, Journal Article, and Research Award Winners and see them present the work that won them their awards at 10:30 am.

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!

Brian Beatty
Design and Development Program Planner

Distance Learning Division

Join the Division of Distance Learning (DDL) at this year’s conference as we represent 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 64 concurrent sessions, 17 roundtables, and 1 reflection paper and poster session. Our thanks go out to the many reviewers and to our session facilitators. You make the conference a success. Some of our topics this year are Online Teaching, Issues in Cyberlearning, Social Networking in Teaching and Learning, Virtual Schools, The Continuing Evolution of Distance Learning, and Technology Tools.

Visit our table at the Welcome Reception on Wednesday, from 6:00 - 8:00 PM and join us for dinner after at The Outback. We encourage you to attend DDL-sponsored sessions and to be sure to get your ticket to join us at the DDL Luncheon in the Grand Ballroom G at 11:45 AM on Friday and then to stay for the DDL Membership Meeting from
1:00-2:00 PM, in the same room. Meet the presenters and the many volunteer facilitators for our sessions while at the luncheon. You may even decide you want to become a board member in the future.

Don’t miss our special session on Saturday at 10:30 AM: Grant Writing Tips for Distance Learning Programs (DDL special session), located in Lobby Level / Grand Ballroom F

Look forward to seeing you there!
Maria Avgerinou & Cindy York
Distance Learning Program Planners

**Division on Systemic Change**
Our program for the Division for Systemic Change this year has a focus on various systems thinking and systemic change efforts in a variety of contexts including K-12 schools, as well as corporations and higher education. All presentations align with this focus. Our session topics include, for example, issues which face schools implementing systemic change today, case studies on learner-centered schools, the use of user-design in corporations, cybercharter schools and open and emancipatory technology tools for broad change in educational systems. We also have a presidential session focusing on case studies for new-paradigm schools. We are continuing 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.

Sunnie Lee Watson
Systemic Change Program Planner

**Graduate Student Assembly (GSA)**
The GSA strives to help graduate students make a comfortable transition into the larger AECT organization and the instructional/educational technology field. Our sessions this year aim to increase communications between graduate students and divisions, provide a way for graduate students to become better acquainted with the opportunities provided by AECT, and develop a network where graduate students can come together to socialize and share resources. Here are some of the highlights:

*Wednesday*
- **Afternoon**: Our GSA Leadership team will offer tips and suggestions on how to make the best of your conference experience as a graduate student;
- **Evening**: Come meet other graduate students and make connections at our first social gathering of the conference, meeting at 8 PM;

*Thursday*
- **Morning**: Stop by our morning session to meet and greet our 2010-11 Leadership Candidates and nominate yourself for a position;
- **Afternoon**: Join us for our second social gathering of the conference: an informal GSA Luncheon, meeting at 11:45 AM;

*Friday*
- **Morning**: Come find out what our GSA Leadership team is working on at our annual Graduate Student Assembly Membership Meeting; and,
- **Morning**: Meet and greet our new AECT President-Elect Ana Donaldson in a small group format.

*At Any Time*
- Come deposit a business card or piece of paper into our GSA pot in the Graduate Student Lounge for the chance to win $50 (must be a graduate student).
In addition to these f2f activities, we encourage you to join us on the following platforms:

- Facebook (http://www.facebook.com/group.php?gid=6044400677),
- LinkedIn (http://www.linkedin.com/groups?mostPopular=&gid=1225417),
- Ning (http://aectgsa.ning.com/), and

Mike Montalto-Rook
GSA 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 confers several awards, including the Robert deKieffer International Fellowship award from the ECT Foundation.

Come meet fellow international colleagues and students at the Division’s International Hospitality Center, open Wednesday through Friday in the Grand Foyer of the Hyatt Hotel. Please also consider attending the International Division’s many interesting reflection papers, round table sessions, and concurrent sessions, as well as the following special events:

- **International Forums** – Friday, Oct. 29 from 8:00 – 9:00am (Terrace A/B) and Saturday Oct 30 from 9:15 – 10:15am (Grand Ballroom A), which highlight research and development projects from several countries.

- **International Dinner & Auction** – Thursday, Oct. 28 (Garden 4) with the dinner starting at 6:00pm and the auction starting at 7:00pm. 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.

- **International Division Board of Directors Meeting** – Wednesday, Oct. 27 from 10:30 – 11:30am (Terrace E/F)

- **International Division Membership Meeting** – Friday, Oct. 29th 10:30 – 11:30am (Grand Ballroom A)

We look forward to seeing you!

Charles Xiaoxue Wang
International Division Planner

Multimedia Production Division

The Multimedia Production Division provides a way to network individuals engaged in multimedia production in both national and international settings. The goal of our division is to disseminate information about the latest tools in multimedia production, increase awareness of developmental tools for multimedia production and provide a collaborative environment for multimedia producers to establish a connection with technology and communication specialists that are not currently served. We also seek to engage members in an international dialogue that defines standardization and acceptable best practices of multimedia in the educational and communication process. This year’s presentations focus on the following topics, including: multimedia design processes; multimedia production...
curricula issues and trends; visual cues and representations in multimedia environments; multimedia usage in online learning settings; and virtual environments. Our membership meeting will be held in the Grand Ballroom F (Lobby level) on Friday, October 29, from 9:15 a.m. – 10:15 a.m. We would like to invite all AECT members, who are interested in multimedia production and design, to this meeting. Please come and join us!

Bill Sugar
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 we are hosting the National Science Foundation Early Career Symposium as well as 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 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. In addition, we have two invited sessions in which we feature accomplished faculty as well as a presentation in which the McCluskey Awardee is featured. Join us and celebrate the presenters accomplished works! Finally, please join us at the membership meeting on Thursday, 2:15 – 3:15 pm in Garden 4 following the McCluskey Award Presentation.

Jozenia Colorado
R&T 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, 10 roundtables, and 2 reflection papers. Our sessions will be discussing Web 2.0, 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:

- We hope you will attend our opening session, Updates on the NBPTS, presented by Dr. Delia Neuman, on Wednesday, October 27th, from 3:30 – 4:30pm, in the North Tower, 2nd floor, in Salon IV.
- Visit our table at the Welcome Session on Wednesday, October 27th, from 6:00 – 8:00pm, at pool-side, Lobby Level/Ground Floor. We want to meet you!
- Join us for a Presidential Session entitled The Exchange between Researchers and Practitioners: A 360-degree Panel Discussion on the Transfer of Knowledge. This engaging forum will be presented on Thursday, October 28th, 2:15 – 3:15pm, North Tower-1st floor, in Garden 3.
AECT Division Highlights

- On Friday, October 29th 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. The breakfast will be located in the Lobby Level/Grand Ballroom G.

- 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 the exciting progress our division has made in 2010 and where we hope to go in 2011 and beyond. 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!
Randy Hollandsworth
School Media & Technology Division Planner

Teacher Education Division

The Teacher Education Division (TED) promotes theory, research and practice in support of the development of knowledge, skills, and dispositions of educators who create effective learning environments for diverse learners through the integration of technology. At this year’s conference, TED is offering 39 concurrent sessions and six roundtable presentations. Many of these great sessions showcase the integration of emerging technologies in a variety of learning environments, including game-based learning and online professional development. Don’t miss these great events that will be of particular interest to TED members:

Tuesday, Oct. 26
- AECT Workshops 9:00am – 4:00pm

Wednesday, Oct. 27
- Study Tour: USC’s Institute for Creative Technologies 7:30am – 2:00pm
- TED Board of Directors Meeting 8:00 – 9:00am
- Excellent Sessions 9:00am – 4:30pm
- Visit the TED table at the Welcome Reception 6:00 – 8:00pm

Thursday, Oct. 28
- Fabulous Sessions 8:00am – 3:15pm
- AECT Affiliates Reception 5:00 – 6:00pm
- ISMF Opening 7:00 – 9:00pm

Friday, Oct. 29
- SMT & TED Breakfast 7:30 – 9:00am (Don’t forget to purchase your ticket!)
- Outstanding Sessions 8:00am – 3:15pm
- TED Membership Meeting 9:15 – 10:15am
- University Receptions 5:30 – 7:00pm
- ISMF Awards 7:00 – 9:00pm

Saturday, Oct. 30
- Amazing Sessions 8:00 – 11:30am
- AECT Workshops 9:00am – 12:00pm

We look forward to meeting you in Anaheim!
Susan Stansberry
TED Program Planner
The Training and Performance Division serves government, business and industry, and academic communities. Its members are training, performance, and education professionals interested in applying current theory and research to training and performance. 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.

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:

**Wednesday, Oct 27**
- 11:45am — Training & Performance Board of Directors Meeting. Only BOD need attend.
- 6:00pm — Conference Welcome Division Showcase. All should attend.
- Division Dinner at the Buca di Beppo Anaheim (11757 Harbor Boulevard) following the Division Showcase.

**Thursday, Oct 28**
- 8:00am — Training & Performance Membership Meeting. Please join us, members and non-members!
- 1:00pm — Advisory Board Presentation: *New Directions and New Technologies for Instructional Designers in the Workplace* with Rita Ritchey, Dan Schuch, Gayle V. Davidson-Shivers, Joi Moore, Marcie Bober-Michel, Shauna Bona, and Tristan Johnson. All are welcome to attend.

**Friday, Oct 29**
- 4:45 — University Receptions

Be sure to check the AECT Training and Performance Division Wiki at http://aect-training.wikispaces.com/ for additional information about the division and its activities.

James Marken
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 the ICEM-USA National Representative, Dr. Robert Doyle of Harvard University, I would like to invite you, one and all, to join us at 14 sponsored sessions, as well as to the ICEM (USA) membership meeting on Wednesday the 27th at 9:15 a.m. in the Salon II Room, 2nd Floor, North Tower, and the 22nd annual International Division Dinner on Thursday the 28th at 6 p.m., followed by ICEM Auction at 7:00 p.m. in the Garden 4 Room, 1st Floor, North Tower. It will be fun!

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

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 6:45 pm on Thursday in TusCA (Hyatt Hotel Lobby, TEL: 714.740.6047).

Hyun Song Kim
AECT/KSET Conference Planner

The Society of International Chinese in Education Technology
The Society of International Chinese in Educational Technology (SICET) sponsors two keynote presentations, 2 general sessions, and 15 concurrent presentations. All these SICET sessions will be hosted in North Tower - 2nd Floor, Salon VI. The two keynote speakers are Dr Simon So, a faculty member in Information Technology at the Hong Kong Institute of Education, and Dr. Geping Liu, Professor and Associate Dean from Southwest University, China. They will present on “Pedagogical & Technological Considerations of Mobile Learning” and “E-Learning in Higher Education in China: Current Practice & Future Trends” at 1:00pm and 1:30pm, on Wednesday, October 27.

The general sessions will report the progress achieved last year, present the “Best Presentation Award” & “Key Student Presenter Award”. We will also discuss the activities planned for next year, and share information on how to get involved in international exchange. Programs such as summer fellowship trips to the universities in China will be discussed in details at the two general sessions. Please join us at the SICET General Sessions at 1:00pm on Thursday.

The concurrent presentations include various topics related to technology integration, online learning, media-based and mobile learning, Web 2.0 and Second Life. The international touch of SICET is reflected in presentations that
explore and research on the use of emerging technologies such as cross-cultural online learning and Second Life in learning English as a Second Language. Come and join us at these sessions at 2:15pm on Wednesday and at 8:00am on Thursday!

Tina Wu & Juhong Christie Liu
SICET Program Planners

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. Please join us for the following special MIM convention events on Friday, October 29th:

- MIM-Sponsored Concurrent Sessions, 8:00am, 8:30am, 9:15am, & 10:30am in Salon VII
- MIM Luncheon, 11:45-12:45 in Salon VI
- McJulien Lecture, 1:00-2:00pm in Salon VI
- MIM Business Meeting, 2:15-3:15pm in Salon VI

Brandon C. Taylor
MIM Program 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.

Karen Kaminski
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
KSET Program at a Glance

Thursday, October 28

Concurrent Presentations (All KSET concurrent sessions are in Terrace C/D.)

8:30 am – 9:00 AM
A Case Study on the implement of Teaching and Learning Models which Aim at Training Creative Engineers: focused on the SICAT
Presenters: Sungho Kwon (Hanyang Univ.); Hyunsook Oh (Hanyang Univ.); Sungmi Kim (Hanyang Univ.)

9:15 am – 10:15 AM
a. Cyber learning in 3D Virtual Environments for Integrated Language Learning
   Presenters: Sahoon Kim (Univ. of Wisconsin); Michael Thomas (Univ. of Wisconsin)
b. The Effect of the Model Facilitated Learning and Learners’ Character on Problem Solving Tasks Utilizing Technology Integrated Tool
   Presenters: Hyewon Kim (Korea Cyber Univ.); Kyujung Han (GongJu National Univ. of Education)

10:30 am – 11:30 AM
a. Effects of Scaffolds for Argumentative Interaction in Collaborative Learning,
   Presenters: Sunhee Bhang (Hanyang Univ.); Dongsik Kim (Hanyang Univ.)
b. Effects of member interactions and role differentiation on the development of the shared mental model and team performance in e-Learning instructional design teams in Korea
   Presenter: Il-Hyun Jo (Ewha Womans Univ.)

1:00 am – 2:00 PM
a. The effects of motivational scaffoldings in CSCL
   Presenters: Hyojung Jung (Hanyang Univ.); Presenters: Jaewon Jung (KSET); Hangchol Cho (Hanyang Univ.); Dongsik Kim (Hanyang Univ.)
b. Investigation of students learning and introspection processes on a digital textbook: A stimulated recall approach
   Presenters: Il-Hyun Jo (Ewha Womans Univ.); Jeong-Im Choi (Kwandong Univ.); Heeok Heo, (Sunchon National Univ.); Lim Kyuyon, (Ajou Univ.); Jeongmin Noh (KERIS)

2:15 am – 2:45 PM
Development of Learners’ Perceived Interaction Model and Scale between Learner and Instructor in e-Learning Environments
Presenters: Minseok Kang (Kyung Hee Cyber Univ.); Innwoo Park (Korea Univ.)

AECT Affiliates Reception
Grand Ballroom E
5:00 PM – 6:00 PM

KSET Night (Board of Directors meeting)
TusCA Restaurant located in the Hyatt Hotel Lobby
6:45 PM – 9:00 PM
SICET Program at a Glance

Wednesday, October 27

Keynote Presentations
1:00 PM – 2:00 PM
North Tower - 2nd Floor, Salon VI
   a. Pedagogical & Technological Considerations of Mobile Learning

Concurrent Presentations
2:15 PM – 3:15 PM
North Tower - 2nd Floor, Salon VI
   b. Promoting problem solving in online collaborative learning: A mixed-method study in Taiwan
   c. The effects of two factors on asynchronous discussions in a Chinese online course: types of discussion activities and discussion leaders

3:30 PM – 4:30 PM
North Tower - 2nd Floor, Salon VI
   a. Students’ Understanding of Technology and its Integration
   b. The Effectiveness of computer-based multimedia instruction in Chinese character recognition
   c. Using Video-sharing Websites to Facilitate Peer-feedback on Self-created Videos

Thursday, October 28

Concurrent Presentations
8:00 am – 9:00 AM
North Tower - 2nd Floor, Salon VI
   a. Technology Integration in Chinese Higher Education
   b. Wikis versus Blogs as a Reflection Tool in College Teaching

9:15 AM – 10:15 AM
North Tower - 2nd Floor, Salon VI
   a. Informal Adult Online Learning: More Than Technical Savvy
   b. The Diffusion of Horizon Wimba into Online Courses
   c. Comparative Study of Virtual University in Developed and Developing Countries

10:30 AM – 11:30 AM
North Tower - 2nd Floor, Salon VI
   a. An Investigation of Web 2.0 and Interaction
   b. Effects of an EFL Program in Second Life
   c. Cyber-collaborative Model to Promote Teaching and Learning Mandarin Chinese in Second Life

General Sessions     Board Meetings
1:00 PM – 3:15 PM     3:30 PM – 4:30 PM
North Tower - 2nd Floor, Salon VI     North Tower - 2nd Floor, Laguna Suite
Tuesday, October 26, 9:00 to 4:00 pm
South Tower - 1st Floor: Terrace A/B
Fee for convention registrants: $15.00
Presenters: Andrew Gibbons, Brigham Young University; David Wiley, Brigham Young University
This workshop will offer hands-on experience in applying the theory of design layers and functional design to specific instructional design problems. The theory of instructional design layers provides a new view of design architecture that leads to a more direct and common-sense application of instructional theory. The theory of design layers leads to the idea of functional design, an approach currently used in other design fields but not in instructional design. Hands-on experience will demonstrate to participants the value of these ideas in solving everyday instructional design problems.

003. Using the iPad Wifi for Learning
Tuesday, October 26, 9:00 to 12:00 pm
South Tower - 1st Floor: Terrace C/D
Workshop Fee: $650
Using the iPad Wifi for Learning (includes 16G iPad Wi-Fi version) Ted Lai, Computer Using Educators; Mark Wagner, Computer Using Educators
Grab a hold of Apple’s new iPad - and place incredible new power at students’ fingertips. Be among the first to discover how the iPad impacts the classroom, whether it’s true anytime, anywhere content development or merging 60 pounds of textbooks into a 1.5 pound device. A multitude of instructional possibilities exist. Discover some of the best education apps available to enable students to create, consume and reflect on their learning. iPad is destined to be the most talked about device this year - be the first to introduce your students to this revolutionary device. Best of all, leave with a brand new 16 GB iPad (3G version) to take back to your school!

Note: 3G data plan sold separately

004. Google Workshop: Search, Learn, and Share!
Tuesday, October 26, 9:00 to 4:00 pm
South Tower - 2nd Floor: Valencia
Price: $250
Presenter: Lainie Rowell, Computer Using Educators
Search, learn, and share! Brought to you by Computer Using Educators (CUE), the producers of the Google Teacher Academy, http://www.google.com/educators/gta.html, the nationally acclaimed Google Workshop for Educators (GWE) that introduces participants to innovative ways Google tools can be used in education. A full day of fast-paced presentations and hands-on activities includes experience with advanced search techniques, collaborative web-based applications, and inspirational instructional strategies. Google Certified Teachers share ways they’ve implemented tools such as Google Docs, Google Maps, Google Sites, and...even more. Participants who complete the event are given access to the Google Workshops for Educators Network (GWEN), an online community focused on supporting educators as they learn more about the power of Google to drive student learning.

006. Developing Leaders in AECT
Tuesday, October 26, 1:00 to 4:00 pm
South Tower - 2nd Floor: Granada
Fee for convention registrants: $0.00
Presenter: Karen Kaminski, Colorado State University
Interested in getting involved in leadership in AECT? We start out learning about the organization of AECT and the different roles for the overall organization and specific divisions and affiliates. This is followed by discussions with current and past leaders who share their experiences, how they became involved, and the personal and professional benefits. Finally, we review specific meetings and sessions you may want to attend depending on where you want to get involved.
007. Creativity, Educational Technology, and Problem Solving  
Tuesday, October 26, 1:00 to 4:00 pm  
North Tower - 2nd Floor: Pacific Room  
Fee for convention registrants: $15.00  
Presenter: Brad Hokanson, University of Minnesota

Creativity is a skill that can be taught and it is one that is valuable to business, institutions and nations. Creativity can be developed through extensive effort by learners. This hands-on, high energy-session is based on the lessons learned from teaching creativity. Workshop participants will complete a series of exercises to increase their own creativity, ability to solve problems, and will also learn and practice activities designed to encourage creativity and problem solving.

019. Purpose of Public Education Forum  
Wednesday, October 27, 8:00 to 11:00 am  
South Tower - 1st Floor: Terrace C/D  
Fee for convention registrants: $0.00  
Presenter: Stephanie L. Moore, University of Virginia  
Facilitators: Phillip Harris, AECT Executive Director; Jim Ellsworth, U.S. Naval War College

This focused discussion will examine the question of What is the purpose of education in America’s 21st Century society? While there are many calls for and models of change, the dialogue to date has been absent a refocusing on the purpose of the system. This session will bring together educational system designers to begin with the end in mind and articulate a statement on the purpose of public education that could potentially drive design and policy at federal and state levels. The session will be structured around self-organizing small groups; data from these groups will be collected and analyzed post-conference into a report.

023. Tuning your presentation: Making the most of your chance to show and tell your story  
Wednesday, October 27, 9:00 to 12:00 pm  
North Tower - 2nd Floor: Salon III  
Fee for convention registrants: $0.00  
Presenter: Thomas Hergert, St. Cloud State University

This workshop will focus on presenters with proposals accepted to the 2010 AECT Conference. We will present basic guidelines on visual literacy, including examples from our own work and the work of our colleagues in IVLA. We will review literature and best practices on visual communication and presentation, and lead a discussion interacting with the attendees. Attendees will work on their own presentations during the workshop and show their presentations for the group’s feedback.

024. Teaching web design and creating instructional web applications in the 21st century with Drupal  
Wednesday, October 27, 9:00 to 12:00 pm  
North Tower - 2nd Floor: Salon VI  
Fee for convention registrants: $15.00  
Presenter: Douglas L Holton, Utah State University

Modern web applications and websites go beyond basic HTML and CSS and are often designed with content management systems (CMS). The most popular is Drupal, a free and veritable Swiss Army knife for developing Web 2.0 applications. This workshop will introduce participants to a new online course on web development with Drupal and provide participants with an introduction to developing Web 2.0 applications with Drupal.

025. Supporting Constructivist Learning in Moodle  
Wednesday, October 27, 9:00 to 12:00 pm  
North Tower - 2nd Floor: Salon VII  
Fee for convention registrants: $15.00  
Presenters: Gregory Francom, University of Georgia; Lucas Jensen, University of Georgia

This workshop will show how to setup and run a constructivist course in Moodle. 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 email the presenter at greg.francom@gmail.com if you plan to attend.

026. Old Wine in New Bottles? Using Cutting-Edge Technology to Improve Qualitative Research and Evaluation  
Wednesday, October 27, 9:00 to 12:00 pm  
North Tower - 2nd Floor: Salon VIII  
Fee for convention registrants: $15.00  
Presenter: Rick West, Brigham Young University

This workshop will present strategies for enhancing qualitative research through technology. Participants will practice with and discuss various technologies for improving data collection, analysis, and project management. A special focus will be on adapting free or affordable technologies to accomplish the same goals as more expensive technologies. The workshop will conclude with how technology can improve the trustworthiness of qualitative findings and enable us to achieve the goals of transcription more quickly and effectively.
027. Creating Online Tutorials with Assessment in Flash

Wednesday, October 27, 9:00 to 12:00 pm
South Tower - 2nd Floor: Seville

Fee for convention registrants: $15.00
Presenter: Taeyeol Park, Georgetown University

Online tutorials with interactive quizzes can be very difficult to develop using traditional authoring tools. Furthermore, adding such capabilities as user tracking and reporting would likely require someone with an expertise in programming languages and would also be expensive to develop. Participants will learn how to create Flash-based interactive tutorials and quizzes with user tracking in Adobe Captivate without Flash authoring skills and how to post the tutorials to Adobe Connect.

404. Finding e^3 (effective, efficient, engaging) Instruction
Saturday, October 30, 9:00 to 12:00 pm
North Tower - 2nd Floor: Salon VI

Fee for convention registrants: $15.00
Presenter: M. David Merrill

This improving the instruction workshop will instruct participants in the use of the e^3 course critique checklist that will enable them to determine the extent to which First Principles of Instruction have been implemented in a given instructional product. The resulting evaluation provides an e^3 score for the instruction as a whole and each component skill that is taught. The checklist also provides specific prescriptive recommendations for improving the instruction.

405. Leadership Development
Saturday, October 30, 9:00 to 12:00 pm
South Tower - 1st Floor: Terrace A/B

Fee for convention registrants: $15.00
Presenter: Karen Kaminski, Colorado State University

This interactive workshop investigates the different frames of leadership, leadership style, ethical challenges, and activities that you can use to develop your leadership knowledge and skills. We will investigate current literature on leadership including organizational, technological, and global issues. We will reflect on where we are as leaders, where we want to be, and steps we might take to get there. Interested in leadership in AECT? Participate in the afternoon Workshop “Developing Leaders in AECT”.

Saturday, October 30, 9:00 to 12:00 pm
South Tower - 1st Floor: Terrace C/D

Fee for convention registrants: $15.00
Presenters: David Dannenberg, Virginia Tech; Michael A Evans, Virginia Tech

This workshop is intended for higher education faculty, teacher trainers, and industry-based instructional designers looking to advance their understanding and use of Second Life. Focus is on incorporating the functionality of holodecks, multi-scene installations, and the ImagiLearning Logic System into Second Life builds. By the end of this workshop participants will walk away with a holodeck, the ImagiLearning Logic system and the knowledge of how to implement them in their own Second Life projects.

407. Producing and Directing Educational Videos: Techniques that Will Work at Any Budget Size
Saturday, October 30, 9:00 to 12:00 pm
South Tower - 1st Floor: Terrace E/F

Fee for convention registrants: $15.00
Presenters: Daniel Tillman, University of Virginia

Producing and directing educational videos can be a rewarding experience. Participants in this workshop will learn and practice scalable video production techniques applicable to projects of any size, regardless of whether the budget is nonexistent or overfunded. The instructor has been a professional documentary filmmaker focusing upon education themed movies since 2001, and worked in animation prior to then. This workshop is especially encouraged for anyone involved or interested in the AECT HistoryMakers Series.
Hot Topic Sessions

A Unique Design for a High-impact Safety and Awareness Training Module
Wed, Oct 27 - 2:15pm - 2:45pm, 2nd Floor North Tower, Salon IV
Presenters: Brendan Calandra, Georgia State University; Steve Harmon, Georgia State
This presentation covers the design and development of an online safety and security awareness program for international poverty relief workers. The presentation will describe the unique context, design, development (including tools and process), and delivery; some results, and the lessons learned.

Best Practices in Technology-Mediated Instruction
Thu, Oct 28 - 1:30pm - 2:00pm, 2nd Floor North Tower, Salon VII
Presenters: Robert Nash, Sylvia Amito’elau, Ted Boehler, Toan Q Tran, & Meg Yanalunas, Coastline Community College
So what is the hullabaloo about technology? Can it really make a difference? This session will highlight research evidence and best practices for improving student learning, satisfaction and retention through technology-mediated instruction. Examples from courses will feature audio/video instruction, Web 2.0, simulations, games, and more to demonstrate how faculty can combine technology with effective instructional strategies for the best results.

Better than Face to Face
Fri, Oct 29 - 9:15am - 9:45am, 2nd Floor North Tower, Salon VI
Presenters: David Megill & Don Megill, Coast Learning
This presentation highlights the use of “flectures” to engage learners. A flecture is a slice of an online lecture map which contains database integrated area glossaries with embedded manipulatives. Sample flectures will be presented from music and dance instruction, disciplines that require their own specialized media.

“Can you hear me now?” Cultural Intelligence Explored in New Ways in a Connecting World
Thu, Oct 28 - 9:15am - 10:15am, 1st Floor North Tower, Garden Room 3
Presenters: Bobbe Allen & Joanne Bentley, Utah State University
Across the world today teaching is no longer bounded by a room of homogeneous learners. Classrooms are increasingly filled with culturally diverse students, either in a physical or an online presence. Ground breaking research takes a fresh new look at the old question of whether or not there needs to be an adjustment on the part of the teacher or in the teaching materials to accommodate for national cultural differences.

Continuing Medical Education Informed by Instructional Design
Fri, Oct 29 - 11:00am - 11:30am, 2nd Floor North Tower, Salon IV
Presenter: Benjamin Emihovich, FIU Online
The purpose of this proposal seeks to inform educators on an academic case study that examines the current state of continuing medical education at a major medical complex. The results of the case study illustrate the necessity for implementing an infrastructure for distance education at the medical complex by offering qualitative research analysis based on a 9 month internship. The results of the study may also shock and amuse academics in higher education regarding the role of instructional design by medical educators in their work and the expectation of work between the medical educator and the instructional designer.
Hot Topic Sessions

Discussion via Video-annotations on Youtube: Design-based Research
Thu, Oct 28 - 10:30am - 11:30am, 2nd Floor North Tower, Salon VIII
Presenter: Craig Howard, Indiana University
The authors illustrate a design case of an asynchronous collaborative teacher observation using video annotations in a pre-service teacher education course. An annotation platform was selected, a tutorial was created, and teaching footage was recorded to create a video backdrop on which asynchronous discussions would take place in speech bubbles which appear and disappear on a video timeline. This design-based research addresses design considerations in the discussion prompt, the selection of video, the editing process, and the development of a tutorial to lead learners through their first experience with video annotation on Youtube.com. Learner participation measures were collected and related to design decisions. An analysis of the design process concludes the presentation.

Emerging Best Practices for Teaching with the iPad
Thu, Oct 28 - 1:00pm - 2:00pm, 1st Floor North Tower, Garden 2
Presenters: Brandon C. Taylor, Northern Illinois University/Chicago State University; Patricia Young, Univ. of Maryland Baltimore
Whether or not the iPad is a revolutionary educational tool is a topic of great controversy. This study shares the results of developing an iPad faculty development curriculum. The iPad faculty development curriculum uses the Cultural Based Model to identify criteria for analyzing the affordances, limitations and potential possibilities of teaching with the iPad. This session provides hands-on demonstration and discussion about teaching with the iPad.

Evaluating Reliability and Validity Evidence for Merrill’s 5 Star Instrument
Fri, Oct 29 - 8:00am - 8:30am, Lobby Level, Grand Ballroom F
Presenter: Max Cropper, Utah State University
Ten university courses were evaluated to examine the reliability and validity evidence for Merrill’s 2007 5 Star instrument and three school online course evaluation instruments. Significant inter-rater reliability evidence was found for Merrill’s 5 Star instrument and the other three instruments. The school instruments provided divergent validity evidence for Merrill’s instrument. Merrill’s instrument ratings were more closely correlated to the student course evaluation ratings than the other instrument ratings.

Faculty Perceptions of the Factors Enabling and Facilitating their Integration of Instructional Technology in Teaching
Fri, Oct 29 - 9:45am - 10:15am, 2nd Floor North Tower, Salon VI
Presenter: C. Michael Sturgeon, Lee University; Michael L. Waugh, University of Tennessee at Knoxville
This study aimed to identify facilitative factors that enable faculty to integrate instructional technologies. The instrument measured practices and perceptions of 427 higher education faculty. Findings showed statistically significant correlations between the teaching with technology subscale and various demographic variables. Results suggest personal use to predict university faculty use of technology in teaching. Results indicated generational differences. Personal requirements subscale indicated the primary requirement for using technology was the promise to enhance students’ learning.
Hot Topic Sessions

From CMS to SNS: Educational Networking as Designed Experience
Thu, Oct 28 - 2:15pm - 2:45pm, 2nd Floor North Tower, Salon VII
Presenter: Pearl Chen, California State University, Los Angeles
This study went beyond possible uses of social networking sites (SNSs) in education by looking into the design of an SNS in comparison with a traditional course management system. Based on an emerging “experience design” approach, a number of design principles were considered within an experiential framework encompassing the realms of education, esthetic, escapist, and entertainment. The results of this study contribute to an alternative perspective for the study and development of innovative learning systems.

Going beyond Word of Mouth: Opening up New Online Learning Opportunities for Dental Students (Session One & Session Two)
Session One: Thu, Oct 28 – 10:30am – 11:00am, 2nd Floor North Tower, Salon IV
Session Two: Sat, Oct. 30 – 9:15am – 10:15am, 2nd Floor North Tower, Salon IV
Presenters: Pam Stein, University of Kentucky College of Dentistry; Jason Huett, University of West Georgia; Sandra D Challman, University of Kentucky
Adapting educational programs to a rapidly shifting educational landscape is no small task; institutions must adapt or run the risk of becoming irrelevant. The University of Kentucky College of Dentistry is no exception. In Session One on Thursday, the presentation proposes a collaborative, innovative and interactive problem solving approach between dental educators and instructional design experts. The final outcome is a jointly developed action plan forming the basis of a new distance learning dental education initiative. In Session Two on Saturday, attendees will be asked to offer ideas and suggestions to solve an instructional design problem. This second session will be an audience participation session where attendees will debate/discuss how to best to transform the dental program.

Have We Been Designing the Wrong Thing?
Thu, Oct 28 - 1:30pm - 2:00pm, 2nd Floor North Tower, Salon II
Presenters: Andrew Gibbons, Brigham Young University; Michael Griffiths, Brigham Young University - Hawaii
It makes a great deal of difference what designers think they are designing. Our categories of designed artifact have been vaguely defined and changeable in the past. Klaus Krippendorff, a non-instructional designer, has formulated a category system based on social interactions which fits instructional designs exceptionally well and gives the designer meaningful and less-changeable artifact targets. This hot topic describes the categories and illustrates how they constitute a powerful cognitive tool for the designer.

Thu, Oct 28 - 1:00pm - 1:30pm, 2nd Floor North Tower, Salon II
Presenters: Monica Tracey, Wayne State University; Elizabeth Boling, Indiana University; Leslie Moeller, Walden University
To address the need for ID practitioners and researchers to learn in our connected world, AECT has launched two contemporary innovative online journals: The International Journal of Designs for Learning, and The Journal of Applied Instructional Design. This session will provide an overview of each journal, describe the calls for submissions and author guidelines, and provide examples of articles. Interested authors will also have an opportunity to pose questions to the editors.
Hot Topic Sessions

Innovation in Guidance and Counseling Management through Networking Model
Thu, Oct 28 - 9:45am - 10:15am, 1st Floor North Tower, Garden Room 1
Presenter: Sri Milfayetty, University State of Medan North Sumatera Indonesia
A guidance and counseling model was developed based on students’ competence, and it strictly required collaboration among teachers, counselors, and parents to help students solve their problems. The results indicated that the networking model can improve the quality of the management of guidance and counseling by encouraging collaboration and basing services on data.

Instructional Design of a Collaborative Engineering Design (CED) Environment: Exploring Team Technology Use During Virtual Collaborative Problem Solving
Thu, Oct 28 - 11:00am - 11:30am, 2nd Floor North Tower, Salon IV
Presenters: Yiyan Wu, IDD&E, Syracuse University; Tiffany A. Koszalka, Syracuse University
This study, conducted within a virtual collaborative engineering design (CED) learning environment, investigated which tools students used, how they used them, and why. It specifically looked at how team characteristics, team dynamics, instruction, and tasks supported or inhibited the use of provided online tools. Data revealed characteristics of team collaborative technology use and reasons behind unique technology use patterns. Unpacking these relationships may yield recommendations for designing effective instruction and collaborative tools for virtual learning environments.

Introducing the Virtual Chapter of AECT
Wed, Oct 27 - 1:00pm - 2:00pm, 1st Floor South Tower, Terrace C/D
Presenters: Jennifer Smoka, Walden University; Jason Huett, University of West Georgia
Calling all AECT members! Come learn how you can be involved in the newly-formed Virtual Chapter of AECT. The Virtual Chapter’s first year will be full of innovation and creativity as we determine ways to support scholar-practitioners who are often far removed physically, yet connected through digital threads. The chapter is recruiting new members who are interested in collaborating digitally via virtual meetings, conferences, and small groups.

New effectiveness study in high school economics: Is PBL a hot topic in K-12, again?
Thu, Oct 28 - 2:15pm - 2:45pm, 2nd Floor North Tower, Salon II
Presenter: Jason Ravitz, Buck Institute for Education
Over the years, supporters of project-based learning (PBL) in K-12 have generally had to rely on limited research, weak research methods, and sometimes mixed results. Now, there is a strong experimental study supporting the effectiveness of PBL use in a high school subject. These “late-breaking” results -- from a federally funded, randomized controlled experiment in high school economics -- should fuel growing interest in this approach to instruction.

Open Access Journals: The Future of Academic Publishing
Thu, Oct 28 - 1:00pm - 1:30pm, 2nd Floor North Tower, Salon VII
Presenter: Joseph Price, Texas A&M University
The publishing of research is a cornerstone of the academic world. As with anything, there are costs associated with publishing research and making it available to the world. Traditionally, these costs
Hot Topic Sessions

have been passed on to the reader. However, a movement has begun to shield these costs from the reader; essentially making it free for anyone to access complete articles. These are called open access journals. This presentation will detail the history and definition of open access journals, the types of open journals, open journal resources, and author perspectives toward open journals. The presenter will also report on the findings of a survey on open access journals administered online to professionals in the field.

**Playtest as Embedded Formative: Anchoring Assessment in Digital Game-based Learning**
**Thu, Oct 28 - 2:45pm - 3:15pm, 2nd Floor North Tower, Salon II**
**Presenters: Joan Mazur & Gerry Swan, University of Kentucky**
Fifteen in-service teachers enrolled in a week-long summer institute on Digital Game-based Learning, participated in a ‘playtest’ designed as anchored assessment. The collaborative, location-based game scenario used digital thermometers to record various temperature challenges: “Hot Spots and Cool Places” in a downtown city, and posted results to an online Google Maps ‘game board.’ The debriefing explored and extrapolated participants’ prior knowledge of heat and light, proving to be an effective anchor for assessment and motivating further inquiry.

**Project-based Blended Learning Environments**
**Thu, Oct 28 - 1:00pm - 2:00pm, 1st Floor South Tower, Terrace E/F**
**Presenters: Firm Faith Saint Annie Nelson & Peter Fadde, Southern Illinois University**
In the wake of this technological era, a common concern among educators relates to the rate at which technology is outpacing pedagogy. This presentation will illuminate some complexities and a benefit of one aspect of a blended learning environment: Project-based blended learning. This type of learning presents complex tasks based on challenging problems that involve design and problem-solving, giving learners the opportunity to work relatively autonomously over extended periods; and culminating in realistic products or presentations.

**Smart Phones and Smart Users: Exploring Smart Phone Use in Distance Education**
**Thu, Oct 28 - 2:45pm – 3:15pm, 2nd Floor North Tower, Salon VII**
**Presenter: Eddie Gose, University of Hawaii**
With the popularity of smart phones on the rise, students are using their mobile devices to access everything from email to their social networks. This study explored whether students are accessing their online courses via their phones. The researcher will also share whether design principles of online course development transfer to the mobile device environment.

**Virtual World Business Incubator Project at the University of Wyoming’s Small Business Development Center**
**Fri, Oct 29 - 1:00pm - 2:00pm, 2nd Floor North Tower, Salon IV**
**Presenter: Mark Atkinson, University of Wyoming**
This presentation will highlight the first two phases of a SecondLife business incubator project for the Small Business Development Center at the University of Wyoming. The Wyoming Entrepreneur Island teaching facility in SecondLife was launched in 2010 and it focuses on developing an incubator program to teach Wyoming entrepreneurs how to sell their products through both eCommerce and vCommerce (virtual commerce).
### Governance & Committee Meetings

#### AECT EXECUTIVE MEETINGS

- **AECT Board of Directors Meetings**  
  Tuesday, 1:00 PM – 4:45 PM, Salon VII-VIII  
  Saturday, 9:10 AM - 12:00 PM, Harbor Room

- **ECT Foundation Board of Trustees Meetings**  
  Wednesday, 12:30 PM - 3:30 PM, Huntington Suite  
  Friday, 8:00 AM - 10:30 AM, Commodore

#### AECT EDITORIAL BOARDS

- **ETR&D Editorial Boards for Development and Research Joint Meeting**  
  Friday, 1:00 PM - 2:00 PM, Grand Ballroom F

- **Tech Trends Editorial Board**  
  Friday, 1:00 PM - 2:00 PM, Huntington Suite

- **Quarterly Review of Distance Learning**  
  Not meeting this year.

#### AECT GENERAL MEMBER MEETING

Friday, 4:30 PM – 5:30 PM, Grand Ballroom A

#### DIVISION & AFFILIATE GOVERNANCE

- **Design & Development Division Board of Directors**  
  Wednesday, 11:45 AM - 12:45 PM, Terrace C/D

- **Design & Development Division Membership Meeting**  
  Thursday, 1:00 PM – 2:00 PM, Grand Ballroom E

- **Distance Learning Division Board of Directors**  
  Wednesday, 10:30 AM - 11:30 AM, Huntington Suite

- **Distance Learning Division Membership Meeting**  
  Friday, 1:00 PM – 2:00 PM, Grand Ballroom G

- **NEW Distance Learning Division Board of Directors**  
  Friday, 2:15 PM - 3:15 PM, Commodore

- **Division on Systemic Change Board of Directors**  
  Wednesday, 9:15 AM - 10:15 AM, Terrace A/B

- **Division on Systemic Change Membership Meeting**  
  Friday, 8:00 AM - 10:30 AM, Seville

- **GSA Membership Meeting**  
  Friday, 8:00 AM - 10:30 AM, Harbor Room

- **ICEM Membership Meeting**  
  Wednesday, 9:15 AM - 10:15 AM, Salon II

- **International Division Board of Directors**  
  Wednesday, 10:30 AM - 11:30 AM, Terrace E/F

- **International Division Membership Meeting**  
  Friday, 10:30 AM – 11:30 AM, Grand Ballroom A

- **KSET Board of Directors**  
  Thursday, 6:45 PM - 7:45 PM, TusCA Restaurant

- **MIM Business Meeting**  
  Friday, 2:15 PM - 3:15 PM, Salon VI

- **MultiMedia Division Board of Directors**  
  Wednesday, 10:30 AM - 11:30 AM, Salon II

- **MultiMedia Division Membership Meeting**  
  Friday, 9:15 AM – 10:15 AM, Grand Ballroom F

- **Research & Theory Division Board of Directors**  
  Wednesday, 11:45 AM - 12:45 PM, Terrace E/F

- **Research & Theory Division Membership Meeting**  
  Thursday, 2:15 PM – 3:15 PM, Garden Room 4

- **School Media & Technology Division Board of Directors**  
  Wednesday, 9:15 AM - 10:15 AM, Terrace E/F

- **School Media & Technology Division Membership Meeting**  
  Friday, 9:15 AM – 10:15 AM, Grand Ballroom G

- **SICET Board of Directors**  
  Thursday, 3:30 PM - 4:30 PM, Laguna Suite

- **Teacher Education Division Board of Directors**  
  Wednesday, 8:00 AM - 9:00 AM, Terrace E/F
• **Teacher Education Division Membership Meeting**  
  Friday, 9:15 AM – 10:15 AM, Grand Ballroom E

• **Training & Performance Division Board of Directors**  
  Wednesday, 11:45 AM - 12:45 PM, Terrace A/B

• **Training & Performance Division Membership Meeting**  
  Thursday, 8:00 AM – 9:00 AM, Seville

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**COMMITTEE MEETINGS**

• **2010 Convention Evaluation Committee**  
  Thursday, 1:00 PM - 2:00 PM, Commodore

• **2011 National Convention Planning Committee**  
  Saturday, 8:00 AM - 9:00 AM, Salon VII

• **Accreditation Committee**  
  Thursday, 1:00 PM – 2:00 PM, Huntington Suite

• **2010 AECT Research Symposium Committee**  
  Wednesday, 2:15 PM - 3:15 PM, Terrace C/D

• **Advocacy Committee**  
  Thursday, 8:00 AM - 9:00 AM, Huntington Suite

• **AECT Member Committee**  
  Wednesday, 8:00 AM – 9:00 AM, Terrace A/B

• **Awards Committee**  
  Thursday, 8:00 AM - 9:00 AM, Commodore

• **Curriculum Committee**  
  Wednesday, 3:30 PM – 4:30 PM, Huntington Suite

• **Definition and Terminology Committee**  
  Thursday, 9:15 AM - 10:15 AM, Huntington Suite  
  and Friday, 10:30 AM – 11:30 AM, Huntington Suite

• **Electronic Services Committee**  
  Thursday, 8:00 AM – 9:00 AM, Laguna Suite

• **Future Minds Committee**  
  Wednesday, 10:30 AM – 11:30 AM, Terrace A/B

• **History & Archives Committee**  
  Friday, 10:30 AM – 11:30 AM, Commodore

• **Intellectual Property Committee**  
  Friday, 9:15 AM – 10:15 AM, Huntington Suite

• **Leadership Development Committee Meeting**  
  Wednesday, 11:45 AM – 12:45 PM, Salon II

• **Nominating Committee Meeting for 2011 Elections**  
  Saturday, 8:00 AM - 9:00 AM, Presidential Suite

• **Organization & By-Laws Committee**  
  Wednesday, 3:30 PM – 4:30 AM, Salon III

• **PIDT 2010 Planning Meeting**  
  Thursday, 2:15 PM – 3:15 PM, Commodore

• **Professional Ethics Committee**  
  Thursday, 8:00 AM – 9:00 AM, Huntington Suite

• **Publications Committee Meeting**  
  Thursday, 10:30 AM – 11:30 AM, Commodore

• **Virtual World Committee**  
  Friday, 1:00 PM – 2:00 PM, Commodore

• **Website Advisory Committee**  
  Thursday, 10:30 AM – 11:30 AM, Huntington Suite
This symposium provides an avenue for early career scholars and advanced doctoral students to receive mentoring from three established researchers, who are mid-career faculty members with a strong record of scholarship and grant activity. The intended outcomes of the Early Career Symposium include:

- mentoring of invited participants into the social/professional network as partners in idea-making,
- supporting early career faculty and advanced doctoral students in developing viable technology-oriented research agendas,
- providing specific feedback and guidance to early career faculty and advanced doctoral students about their research agendas,
- providing information about building a research agenda, pursuing funding, and building collaborations,
- developing a community of researchers interested in ways technology can transform teaching and learning.

On the first day of the 1½ day symposium, the mentors will work with their primary team of six participants. On the half-day, they will talk to other participant groups so that each participant gets some personal feedback from at least two mentors. Participants in the symposium will identify a project to work on in consultation with their mentors over the following year, and will participate in a follow-up video conference Spring 2011.

Mentors: Tristan Johnson, Florida State University; Katherine Cennamo, Virginia Tech; Robert Branch, University of Georgia
Facilitator: David Moore, Ohio University

9:00 am to 4:00 pm
South Tower - 1st Floor: Terrace A/B
Presenters: Andrew Gibbons, Brigham Young University; David Wiley, Brigham Young University
Facilitator: David Moore, Ohio University

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

003. Using the iPad Wifi for Learning (workshop)
Tuesday, October 26, 9:00 am to 12:00 pm
South Tower - 1st Floor: Terrace C/D
Presenters: Ted Lai, Computer Using Educators; Mark Wagner, Computer Using Educators
Workshop Fee: $650 (covers 16G & Wi-Fi versions)
Grab a hold of Apple’s new iPad - and place incredible new power at students’ fingertips. Be among the first to discover how the iPad impacts the classroom, whether it’s true anytime, anywhere content development or merging 60 pounds of textbooks into a 1.5 pound device. A multitude of instructional possibilities exist. Discover some of the best education apps available to enable students to create, consume and reflect on their learning. iPad is destined to be the most talked about device this year - be the first to introduce your students to this revolutionary device. Best of all, leave with a brand new 16 GB iPad (wifi or 3G version) to take back to your school! Note: 3G data plan sold separately.

004. Google Workshop for Educators (workshop)
9:00 am to 4:00 pm
South Tower - 2nd Floor: Valencia
Price: $250
Presenter(s): Lainie Rowell, Computer Using Educators
Search, learn, and share! Brought to you by Computer Using Educators (CUE), the producers of the Google Teacher Academy, http://www.google.com/educators/gta.html, the nationally acclaimed Google Workshop for Educators (GWE) that introduces participants to innovative ways Google tools can be used in education. A full day of fast-paced presentations and hands-on activities includes experience with advanced search techniques, collaborative web-based applications, and inspirational instructional strategies. Google Certified Teachers share ways they’ve implemented tools such as Google Docs, Google Maps, Google Sites, and...even more. Participants who complete the event are given access to the Google Workshops for Educators Network (GWEN), an online community focused on supporting educators as they learn more about the power of Google to drive student learning.
Tuesday, October 26

005. NSF Symposium Luncheon - Tuesday
   12:00 to 1:00 pm
   North Tower - 2nd Floor: Salon II
   Facilitator: David Moore, Ohio University

006. Developing Leaders in AECT (workshop)
   1:00 to 4:00 pm
   South Tower - 2nd Floor: Granada
   Fee for convention registrants: $0.00
   Presenter: Karen Kaminski, Colorado State University
   Interested in getting involved in leadership in AECT?
   We start out learning about the organization of AECT
   and the different roles for the overall organization
   and specific divisions and affiliates. This is followed
   by discussions with current and past leaders who
   share their experiences, how they became involved,
   and the personal and professional benefits. Finally,
   we review specific meetings and sessions you may
   want to attend depending on where you want to get
   involved.

007. Creativity, Educational Technology, & Problem Solving
       (workshop)
   1:00 to 4:00 pm
   South Tower - 1st Floor: Terrace E/F
   Fee for convention registrants: $15.00
   Presenter(s): Brad Hokanson, University of Minnesota
   Creativity is a skill that can be taught and it is one
   that is valuable to business, institutions and nations.
   Creativity can be developed through extensive effort
   by learners. This hands-on, high energy-session is
   based on the lessons learned from teaching creativity.
   Workshop participants will complete a series of
   exercises to increase their own creativity, ability
   to solve problems, and will also learn and practice
   activities designed to encourage creativity and
   problem solving.

008. AECT Tuesday Board of Directors Meeting
   1:00 to 4:45 pm
   North Tower - 2nd Floor: Salon VII & Salon VIII
   First Board of Directors meeting for AECT.
   Chair: J. Michael Spector, University of Georgia

010. AECT Leadership Dinner
   6:00 to 9:00 pm
   North Tower - 2nd Floor: Harbor Room
   Facilitators: Barbara Lockee, Virginia Tech
               J. Michael Spector, University of Georgia

011. AECT Leadership Reception
   9:00 pm to 10:00 pm
   South Tower: Presidential Suite, 1702
   Facilitators: Barbara Lockee, Virginia Tech
               J. Michael Spector, University of Georgia

Wednesday, October 27

012. AECT Intern Breakfast Meeting - Wednesday
   7:00 to 8:00 am
   North Tower - 2nd Floor: Harbor Room

013. Study Tour: USC’s Institute for Creative Technologies
   7:30 am to 2:00 pm
   Lobby Level: Institute for Creative Technologies Tour
   This event, led by USC’s Dr. Richard Clark and Dr.
   Rich DiNinni, will feature innovative collaborative
   projects between educational science and engineering
   and the renowned entertainment industry located in close
   proximity. Members of the ICT are leaders in producing
   virtual humans, computer training simulations and
   immersive experiences for decision-making, cultural
   awareness, leadership and health. To learn more about
   ICT activities, visit http://ict.usc.edu/. Registration
   for this event is $40, and includes transportation and a
   catered luncheon on-site. Plan to join us for this exciting
   event. The bus will leave the Hyatt at 7:30am and return
   by 2:00pm. Seats are limited.
   Presenters: Richard Clark, University of Southern
   California; Richard DiNinni, University of Southern
   California

017. Professional Ethics Committee Meeting
   8:00 am to 9:00 am
   North Tower - 2nd Floor: Huntington Suite
   Chair: Vicki Napper, Weber State University

018. AECT Membership Committee Meeting
   8:00 am to 9:00 am
   South Tower - 1st Floor: Terrace A/B
   Chair: Charles White, New England School Library
   Association & AECT Past President

019. Purpose of Public Education Forum
   8:00 am to 11:00 am
   South Tower - 1st Floor: Terrace C/D
   Presenter: Stephanie L. Moore, University of Virginia
   This focused discussion will examine the question
   of What is the purpose of education in America’s
   21st Century society? While there are many calls for
   and models of change, the dialogue to date has been
   absent a refocusing on the purpose of the system.
   This session will bring together educational system
   designers to begin with the end in mind and articulate
   a statement on the purpose of public education that
   could potentially drive design and policy at federal
   and state levels. The session will be structured around
   self-organizing small groups; data from these groups
   will be collected and analyzed post-conference into a
   report.
   Facilitators: Phillip Harris, AECT Executive Director
               Jim Ellsworth, U.S. Naval War College
020. Teacher Education Board of Directors Meeting  
8:00 am to 9:00 am  
South Tower - 1st Floor: Terrace E/F  
Chair: Susan Stansberry, Oklahoma State University

021. IDT Professor’s Forum  
8:00 am to 11:30 am  
South Tower - 2nd Floor: Valencia  
As a professor in Instructional Design and Technology you are invited to a special session at the 2011 AECT conference. As a response to the popularity of last year’s forum, we are planning another exciting IDT Professor’s Forum for this year. Sharon Smaldino will kick off our second 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. This year, we have two discussion sessions: Monica Tracey and Elizabeth Boling will facilitate a discussion titled New Approaches to Instructional Design and Richard Schwier and Ginger Watson will facilitate a discussion on Training Professionals for Instructional Design Practice.  
Presenters: Elizabeth Boling, Indiana University; Monica Tracey, Wayne State University; Ginger Watson, Old Dominion University; Richard Schwier, University of Saskatchewan  
Facilitator: Sharon Smaldino, Northern Illinois University

022. NSF Early Career Symposium - Wednesday  
9:00 am to 12:00 pm  
North Tower - 2nd Floor: Salon I  
See description on Tuesday.  
Mentors: Tristan Johnson, Florida State University; Katherine Cennamo, Virginia Tech; Robert Branch, University of Georgia  
Facilitator: David Moore, Ohio University

023. Tuning your presentation: Making the most of your chance to show and tell your story (workshop)  
9:00 am to 12:00 pm  
North Tower - 2nd Floor: Salon III  
Presenter(s): Thomas Herget, St. Cloud State University  
This workshop will focus on presenters with proposals accepted to the 2010 AECT Conference. We will present basic guidelines on visual literacy, including examples from our own work and the work of our colleagues in IVLA. We will review literature and best practices on visual communication and presentation, and lead a discussion interacting with the attendees. Attendees will work on their own presentations during the workshop and show their presentations for the group’s feedback.

024. Teaching Web Design & Creating Instructional Web Applications in the 21st Century with Drupal (workshop)  
9:00 am to 12:00 pm  
North Tower - 2nd Floor: Salon IV  
Presenter(s): Douglas L Holton, Utah State University  
Modern web applications and websites go beyond basic HTML and CSS and are often designed with content management systems (CMS). The most popular is Drupal, a free and veritable Swiss Army knife for developing Web 2.0 applications. This workshop will introduce participants to a new online course on web development with Drupal and provide participants with an introduction to developing Web 2.0 applications with Drupal.

025. Supporting Constructivist Learning in Moodle (workshop)  
9:00 am to 12:00 pm  
North Tower - 2nd Floor: Salon VII  
Presenter(s): Gregory Francom, University of Georgia; Lucas Jensen, University of Georgia  
This workshop will show how to setup and run a constructivist course in Moodle. 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 email the presenter at greg.francom@gmail.com if you plan to attend.

026. Old Wine in New Bottles? Using Cutting-Edge Technology to Improve Qualitative Research and Evaluation (workshop)  
9:00 am to 12:00 pm  
North Tower - 2nd Floor: Salon VIII  
Presenter(s): Rick West, Brigham Young University  
This workshop will present strategies for enhancing qualitative research through technology. Participants will practice with and discuss various technologies for improving data collection, analysis, and project management. A special focus will be on adapting free or affordable technologies to accomplish the same goals as more expensive technologies. The workshop will conclude with how technology can improve the trustworthiness of qualitative findings and enable us to achieve the goals of transcription more quickly and effectively.
027. Creating Online Tutorials with Assessment in Flash (workshop)
9:00 am to 12:00 pm
South Tower - 2nd Floor: Seville
Presenter(s): Taeyeol Park, Georgetown University
Online tutorials with interactive quizzes can be very difficult to develop using traditional authoring tools. Furthermore, adding such capabilities as user tracking and reporting would likely require someone with an expertise in programming languages and would also be expensive to develop. Participants will learn how to create Flash-based interactive tutorials and quizzes with user tracking in Adobe Captivate without Flash authoring skills and how to post the tutorials to Adobe Connect.

028. International Council for Educational Media (ICEM) USA Membership Meeting
9:15 to 10:15 am
North Tower - 2nd Floor: Salon II
Presenters: Otto E. Benavides, California State University, Fresno; Chih-Hsiung Tu, Northern Arizona University
Chair: Robert Doyle, Harvard University
ICEM cordially invites its current and prospective members to its 2010 AECT/ICEM-USA Membership meeting. Officers will report on their presence at this year’s ICEM Congress, hosted by Anadolu University, Eskisehir, Turkey. They will also lay out the agenda and priorities for the upcoming year. Your input is highly appreciated.

029. Systemic Change Board of Directors Meeting
9:15 to 10:15 am
South Tower - 1st Floor: Terrace A/B
Chair: Sunnie Watson, Ball State University

030. School Media & Technology Board of Directors Meeting
9:15 to 10:15 am
South Tower - 1st Floor: Terrace E/F
Chair: Leslie Blatt, New Jersey Association for School Librarians

031. Distance Learning Board of Directors Meeting
10:30 to 11:30 am
North Tower - 2nd Floor: Huntington Suite
Chair: Al Mizell, Nova Southeastern University

032. Multimedia Production Board of Directors Meeting
10:30 to 11:30 am
North Tower - 2nd Floor: Salon II
Chair: Doris U. Bolliger, University of Wyoming

033. FutureMinds Committee Meeting
10:30 to 11:30 am
South Tower - 1st Floor: Terrace A/B
Chairs: Francis M. Duffy, Professor of Change Leadership in Education; Charles M. Reigeluth, Indiana University

034. International Division Board of Directors Meeting
10:30 to 11:30 am
South Tower - 1st Floor: Terrace E/F
Chair: Ross Perkins, Boise State University

035. Leadership Development Committee
11:45 am to 12:45 pm
North Tower - 2nd Floor: Salon II
Chair: Karen Kaminiski, Colorado State University

036. T&P Board of Directors Meeting
11:45 am to 12:45 pm
South Tower - 1st Floor: Terrace A/B
Chair: Tristan Johnson, Florida State University

037. Design & Development Board of Directors Meeting
11:45 am to 12:45 pm
South Tower - 1st Floor: Terrace C/D
Chair: Amy Adcock, Old Dominion University

038. Research & Theory Board of Directors Meeting
11:45 am to 12:45 pm
South Tower - 1st Floor: Terrace E/F
Chair: Lisa Yamagata-Lynch, Northern Illinois University

039. ECT Foundation Board
12:30 to 3:30 pm
North Tower - 2nd Floor: Huntington Suite
Chair: T. Weston Miller, Earlham College

040. D&D – Case Studies in Teaching and Learning with Social Media in Higher Education
1:00 to 2:00 pm
South Tower - 2nd Floor: Barcelona
Presenter(s): Michael C Johnson, Brigham Young University; Jeffery Fox, Brigham Young University
In this session the presenters will share best practices in using social by presenting data derived from multiple case studies at a large university in the western United States. The researchers will discuss the effects of these technologies on students’ learning experiences, general principles for successful use of social media, challenges encountered by their use, and ideas for improving the use of social media in higher education courses from both the instructor and student perspectives.
Facilitator: Bellarmine Ezumah, Howard University
041. DDL Issues in Cyberlearning (a)
1:00 to 2:00 pm
South Tower - 2nd Floor: Granada
Presenter(s):

Critical Thoughts on Online Learning: Is Course Management System dead? 
Chih-Hsiung Tu, Northern Arizona University; Marina S. McIsaac, Arizona State University

Is course management system dead? What is the next generation of online learning technology?
Will Web 2.0 learning technology disrupt CMS?
What future online learning may look alike? If students are the center of their learning, should we allow students to collectively participate and contribute to the design of their learning instruction? Should learners be allowed to develop their own course materials, rather than instructors and/or book authors? This panel discussion invites the scholars, whose expertise is in online learning and college, to ponder the critical issues in online learning. This will be the fourth consecutive year of hosting this panel discussion to ponder deeper and more valuable questions and issues in online learning.

Facilitator: Anthony Pina, Sullivan University System

042. D&D PacifiCorp Competition Orientation
1:00 to 1:30 pm
South Tower - 2nd Floor: Madrid
Facilitators: Dan Schuch, PacifiCorp; Karen Kaminski, Colorado State University

043. The Handbook of Research on Educational Communications & Technology
1:00 to 2:00 pm
North Tower - 2nd Floor: Salon I
Presenters: J. Michael Spector, University of Georgia; Jan Elen, CIP&T, KULeuven; MJ Bishop, Lehigh University; M. David Merrill

The process for the 4th edition of the Handbook of Research on Educational Communications and Technology is now underway. Springer Academic will be the publisher and the target publication date is 2012/2013. The editorial team includes J. Michael Spector, M. David Merrill, Jan Elen, and M.J. Bishop. The group has been meeting since October 2009 and has developed a basic approach that met virtually and discussed a basic approach that involves nine sections and more than 70 chapters. Membership has been asked for input on the framework and proposed chapters, and the membership and others outside AECT have been asked to submit proposals. The purpose of this session is to provide an update on the current status of the development of the 4th edition and to get further feedback with regard to organization, content, contributors, and so on.

044. DDL Online Teaching (d) (2)
1:00 to 2:00 pm
North Tower - 2nd Floor: Salon II
Presenter(s):

a. Online Discussion Strategies for Higher Level Learning. Aubteen Darabi, Florida State University; Meagan C. Arrastia, Florida State University; David Nelson, Florida State University; Xinya Liang, Florida State University

In an online course, students were randomly assigned to one of four discussion strategies. We collected and analyzed 369 segments of discussions. These segments are coded according to the 16 indicators of cognitive presence and recoded as they belong to the phases of cognitive presence theory. The statements will be examined for indication of higher level learning in each strategy using a comparison of cognitive presence phases and Bloom’s learning categories.

b. Delivering Class Lectures to Students. Taeyeol Park, Georgetown University

Rather than just reading text and viewing images on presentation slides, course instructors wanted to find better ways to let their students perceive and interact with class lecture content. GU SOM provided these instructors with a variety of class lecture delivery options for a range of instructional objectives and conditions.

Facilitator: Al Mizell, Nova Southeastern Univ

045. DDL Issues in Cyberlearning (f) (2)
1:00 to 2:00 pm
North Tower - 2nd Floor: Salon III
Presenter(s):

a. Influences to Faculty Teaching Distance Education Using Technology. Helena Johnson

Short Description The intent of this study is to investigate two issues that influence how higher education faculty perceive teaching distance education using technology as an instructional delivery method. Those influences are social interaction and program quality. Participants were from two post secondary institutions. Grounded Theory research was used to discover a contributory theory describing what faculty perceives as motivators and inhibitors that influences faculty decisions to use technology as an instructional delivery means for distance education.
Student Response to Interaction Tools in the Online Environment. Dee Fabry, National
University
Learn how to increase student-to-instructor and student-to-student interaction in online courses
using four tools in Course Management Systems (CMS): announcements, virtual office, discussion
boards, and live chat. A study was conducted to determine which tools were being used ineffectively
in online courses and a plan was developed and tested to increase interaction. Specific strategies that
were implemented in the online environment will be shared, as well as challenges for implementation.
Discussant: Maria D. Avgerinou, DePaul University
Facilitator: Amy Leh, California State University

046. TED Social Networking for Teaching & Learning (2)
1:00 to 2:00 pm
North Tower - 2nd Floor: Salon IV
Presenter(s):

a. Introducing in-service teachers to Web 2.0. Kelly Unger, Wayne State University; Michael Barbour,
Wayne State University
Technology integration programs for teachers need to move beyond teaching word processing and other
office tools, and general Internet tools; and instead focus on Web 2.0 tools that K-12 students are
using in their daily lives. Wayne State University’s IT6230 - Internet in the Classroom course prepares
in-service teachers with pedagogy, strategies, and tools for incorporating online resources into
their teaching. This presentation will focus on the utilization of Web 2.0 tools to deliver and reinforce
technology integration with in-service teachers.

b. Blogfolio to transform preservice teachers’ beliefs and attitudes. Yoon Jeon Kim, Florida
State University; BIJEN HSIEH, Florida State University
Web 2.0 technologies offer preservice teacher educators both challenges and opportunities. Blogfolio as a learning tool was used to transform preservice teachers’ pedagogical beliefs and computer attitudes. Blogfolio, compared to Web-based portfolio, has benefits supported by contemporary learning theories such as constructivism and connectivism. An educational technology course was redesigned with blogfolio as the center of the course to help preservice teachers in shaping compatible beliefs and attitudes for technology integration in classrooms.
Facilitator: Wei Wang, Iowa State University

1:00 to 2:00 pm
North Tower - 2nd Floor: Salon V
Presenter(s): Lisa Yamagata-Lynch, Northern Illinois U.
This Category 3 presentation will introduce the audience to how activity systems analysis has been
used in studies related to educational technology, human computer interaction, learning sciences, and
program evaluation. In this session the presenter will address the background information on activity
systems analysis, how other researchers have used the methods, and provide guidance for the AECT
members on how to start their work with this methodology.
Facilitator: Jozenia Colorado, Emporia State University

048. SICET Keynote Presentation #1: Pedagogical & Technological Considerations of Mobile Learning
1:00 to 1:30 pm
North Tower - 2nd Floor: Salon VI
Presenter: Simon Wing-Wah So, The Hong Kong Institute of Education
Facilitator: Shuyan Wang, University of Southern Miss

049. RTD Gender and Learning (2)
1:00 to 2:00 pm
North Tower - 2nd Floor: Salon VII
Presenter(s):

a. Examining the Influence of Gender on the Modality Effect. Raymond Flores, Texas Tech
University; Fanni Coward, Texas Tech University; Steven Crooks, Texas Tech University; David White,
Texas Tech University
This study investigated the effects of modality and gender on learning from a computer-based
matrix graphic organizer. A 2 × 2 factorial design was created by crossing two presentation modes
(visual text vs. spoken text) and gender. Dependent measures included transfer and comprehension
tests. Results revealed a significant modality by gender interaction on the transfer test suggesting
that when the goal of learning is to transfer information to new contexts, males benefit from a
dual mode presentation of text, whereas females benefit from a text only presentation. This study
adds to the literature by showing that gender is another factor to consider in the design of
multimedia.

b. Technology and gender equity: Students of rural and urban areas attitudes towards information
and communication technology. Frederick Kwaku Sarfo, Univ. of Edu., Winneba; Charles Brefo.
This study explored the attitudes of male and female students in Ghana towards ICT. The results show that students’ attitudes towards technology do not differ in terms of gender. Furthermore, the results indicate that the locality (rural or urban areas) of the male and female students does not influence their attitudes towards technology. However, according to the results female students from urban areas have more positive attitudes towards technology than female students from rural areas.

Facilitator: Ana-Paula Correia, Iowa State University

050. SMT – An investigation into the use and evaluation of web-based science education resources by K-8 teachers (Part 1)
1:00 to 2:00 pm
North Tower - 2nd Floor: Salon VIII
Presenter(s): Ross Perkins, Boise State University

This presentation shows the results of an investigation that looked at how expert K-8 science teachers use and evaluate web-based STEM education resources for teaching and learning. Topics covered will include access, diffusion, connection to standards, support for inquiry-based learning, and teacher-evaluation of materials.

Facilitator: Judy Donovan, Minnesota State University Mankato

051. DDL Online Teaching (b) (3)
1:00 to 2:00 pm
South Tower - 2nd Floor: Seville
Presenter(s):

a. Providing Electronic Feedback to Improve Student Writing: Which Strategy is Most Useful for ESL/EFL Students? Pupung Purnawarman, Virginia Tech

This paper will report the results of a pilot study on the effectiveness of teacher-written electronic feedback in improving student writing accuracy in ESL/EFL contexts. This pilot is a part of a larger study which is in progress at the time of writing of this paper. The paper will describe the rationale of the study, the pilot, the methodology of the study, the results, and the discussion and recommendations of the study.

b. The Impact of Question Prompts on Critical Thinking in Online Discussions. Ayesha Sadaf, Purdue University; Jennifer Richardson, Purdue University

The purpose of this session is to present the results of a study on the impact of verbal structure of question prompts on the level of critical thinking in online discussions. Differences in the impact on the levels of critical thinking were observed across nine different question types. The presentation will discuss the results and implications for designing initial question prompts for facilitating critical thinking in online discussions.

c. Using a simulation in an online course. Cindy Kovalik, Kent State University

This research project investigated student reaction to playing a simulation game based on Everett Rogers’ Diffusion of Innovations theory. The goal of this research project was to determine if playing a simulation helps students learn and be able to apply course content to solve a problem. In addition, the researchers sought to better understand student reaction to playing a game as part of an online course.

Facilitator: Beth Rubin, DePaul University

052. MPD – Visual Cues and Representations (2)
1:00 to 2:00 pm
South Tower - 1st Floor: Terrace A/B
Presenter(s):

a. Effects of the on-screen objects’ Abstract and Concrete Representations in Computer Simulations. William Ernesto Mejia, Southern Illinois University Carbondale; Vien Cao, Southern Illinois University Carbondale

Thanks to different multimedia authoring tools and specialized software applications that facilitate the design and development of computer-based simulations, science teachers have a variety of simulations to support the instructional delivery. However, the effects of different types of visual representations used in computer simulations on students’ achievement continue being an overlooked factor in current studies. As a result, this research examines the effects of the on-screen objects’ abstract and concrete representations in computer simulations.

b. Influence of visual cues on learning and in-game performance in an educational physics game environment. Kent J Slack, Arizona State University

This research explores the influence of visual cues in the context of an educational physics game environment. Learning gains, in-game performance and choices, and cognitive load are addressed.
Wednesday, October 27

053. Introducing the Virtual Chapter of AECT
1:00 to 2:00 pm
South Tower - 1st Floor: Terrace C/D
Presenter(s): Jennifer Smoka, Walden University; Jason Huett, University of West Georgia
Calling all AECT members! Come learn how you can be involved in the newly formed Virtual Chapter of AECT. The Virtual Chapter’s first year will be full of innovation and creativity as we determine ways to support scholar-practitioners who are often far removed physically, yet connected through digital threads. The chapter is recruiting new members who are interested in collaborating digitally including virtual meetings, conference, and small groups.
Facilitator: Mapopa Sanga, Virginia Tech

054. International Division: Distance Education (2)
1:00 to 2:00 pm
South Tower - 1st Floor: Terrace E/F
Presenter(s):

a. The role of culture in Distance Education. Bodi Anderson, Northern Arizona University; Moussa Tankari, Northern Arizona University
Early research suggested that many of the problems faced by international students were lessened in online learning environments. However, recent literature suggests that this may not be the case. This paper investigates current research into the role culture plays in distance education. Four key issues culture presents in online settings and the unique ways in which they manifest were then analyzed. Finally pedagogical implications and suggestions for future research are made.

b. The Impact of Distance Learning on Education and Training in Sub-Saharan Africa. Moussa Tankari, Northern Arizona University; Bodi Anderson, Northern Arizona University
This paper aims at examining the current literature in the field of distance education in Africa and will attempt to answer two coarse interrogations: (1) what is the impact of distance learning on education and training in Sub-Saharan Africa? and (2) What ambitions does distance education serve in African educational system?
Facilitator: Cengiz Hakan AYDIN, Anadolu University

055. D&D Assessing Needs (2)
1:00 to 2:00 pm
South Tower - 2nd Floor: Valencia
Presenter(s):

a. A Needs Assessment Tool for Students with Learning Disabilities. Seung Won Park, University of Georgia; ChanMin Kim, University of Georgia
Previous research has not yielded sufficient findings on the specific deficits in reading comprehension of students with learning disabilities, which makes it difficult to create effective interventions. This study focuses on the development of an assessment tool to analyze needs of students with learning disabilities for reading comprehension of expository text.

b. Using Surveys to Determine Needs for Curriculum Re-design. Joanne E. Beriswill, Mississippi State University; Chien Yu, Mississippi State University; Minyan He, Mississippi State University
This paper session describes the development and implementation of needs-analysis surveys. The stakeholders surveyed included current students, alumni, employers, and faculty. The survey designs for these four types of stakeholders addressed the technology skills and standards for instructional technology professionals. The results of these surveys are also discussed.
Facilitator: David Carbonara, Duquesne University.

056. D&D PacifiCorp Competition
1:30 to 3:30 pm
South Tower - 2nd Floor: Madrid
Presenters:
Ellie Hoffman, San Francisco State University
Peter Yat Chung Fong, San Francisco State University
Angela Barrus, Arizona State University
Nichole Smith, Arizona State University
Michael Schwind, Emporia State University
Rob Ervin, Emporia State University
Mentors: Thomas Hergert, St. Cloud State University; Eric Sikorski, Florida State University; Kathryn L. Ley, University of Houston – Clear Lake
Facilitators: Karen Kaminski, Colorado State University; Dan Schuch, PacifiCorp

057. SICET Keynote Presentation #2: E-Learning in Higher Education in China: Current Practice & Future Trends
1:30 to 2:00 pm
North Tower - 2nd Floor: Salon VI
Presenter: Geping Liu, Southwest Univ., Chongqing, China
Facilitator: Shuyan Wang, University of Southern Miss
058. **D&D – Connecting Theoretical Scholarship and ID Practice in the Design of Authentic Learning Activities**  
2:15 to 3:15 pm  
South Tower - 2nd Floor: Barcelona  
Presenter(s):  
  
*James A Quinn, Oakland University*  
Many authors of studies on the design of authentic learning activities fail to specify how they interpret “authentic” or select some interpretations over others. This session will integrate different strands of theoretical scholarship on authentic learning activities. Attendees will learn/discuss multiple understandings of the term “authentic”, enabling them to specify in what way(s) learning environments they design and study are authentic, as well as the impact of different interpretations of authentic activities on student learning.  
Facilitator: *T J Kopcha, University of Georgia*  

059. **DDL Issues in Cyberlearning (b)**  
2:15 to 3:15 pm  
South Tower - 2nd Floor: Granada  
Presenter(s):  
  
*The Impact of Volitional Feedback Strategy on Learners’ Self-Efficacy and Satisfaction: In the Blended Settings. Wei Wang, Virginia Tech; John Burton, Virginia Tech*  
The purpose of this experimental study is to investigate whether personalized volitional feedback message can effectively promote students’ self-efficacy and course satisfaction of Chinese college students in a blended instructional setting. By controlling the independent variable of feedback strategy, its impact on student’s self-efficacy and course satisfaction (dependent variables) will be tested.  
Facilitator: *Thomas Hergert, St. Cloud State University*  

060. **Openness & Data Analytics: The Future of Education**  
2:15 to 3:15 pm  
North Tower - 2nd Floor: Salon I  
Presenter(s): *David Wiley, Brigham Young University*  
For decades, pundits have claimed that technology X was about to revolutionize education. While the Internet has significantly reduced time and place constraints on opportunities to learn, the Internet has not significantly impacted the teacherside (pedagogy) or learner-side (effectiveness) of education. However, current online trends in openness (e.g., open educational resources) and data analytics (e.g., educational data mining) are positively impacting pedagogy and effectiveness. Come learn what all the “open” and “data” fuss is about, and join a discussion of what’s already happening in the field and how these trends will impact the future of education.  
Facilitator: *Miriam B. Larson, Virginia Tech & University of Tennessee Knoxville*  

061. **TED Gaming in Our Connected World**  
2:15 to 2:45 pm  
North Tower - 2nd Floor: Salon II  
Presenter(s):  
  
**21st Century Skill Development through the Real Time Strategy Game Starcraft. Nathaniel Poling, University of Florida; Melissa Johnson, University of Florida; Cathy Cavanaugh, University of Florida**  
As we enter the second decade of the 21st Century, it is more important than ever for students at all levels to develop and practice vital 21st Century Skills. These skills will help prepare them to enter an increasingly fast-paced world. This session details the design and development of a rigorous 8-week online course that uses the popular real time strategy game Starcraft to teach 21st Century Skills.  
Facilitator: *Lara M. Luetkehans, Northern Illinois U*  

062. **Educational Technology University Curricula Session**  
2:15 to 3:15 pm  
North Tower - 2nd Floor: Salon III  
Presenter(s):  
  
**Glenda Gunter, University of Central Florida**  
**Justin Kennedy, San Diego State University**  
**Robert Kenny, Florida Gulf Coast University**  
**Shadow Armfield, Northern Arizona University**  
**Rolando Marquez, University of Central Florida**  
The AECT Curriculum Committee will present an overview of the updated AECT Educational Technology Curricula Database and its features, demonstrating the process universities can use to update their information. They will also discuss some of the challenges involved in the updating process, future ideas for enhancements, and will entertain audience questions and solicit suggestions. This session is recommended for academic program directors and curricula majors.  
Facilitator: *Barbara Lockee, Virginia Tech*  

063. **A Unique Design for a High-impact Safety and Awareness Training Module**  
2:15 to 2:45 pm  
North Tower - 2nd Floor: Salon IV  
Presenter(s): *Brendan Calandra, Georgia State University; Steve Harmon, Georgia State University*  
This presentation will cover the design and development of an online safety and security awareness program for international poverty relief.
workers. We will describe the unique context, design, development (including tools and process), delivery, some results, and lessons learned.

Facilitator: Matt Ames, Virginia Tech

064. RTD Assessment and Evaluation (2)

2:15 to 3:15 pm
North Tower - 2nd Floor: Salon V
Presenter(s):


Criterion-referenced testing (CRT) can enable efficient, reliable, and valid assessment (Shrock & Coscarelli, 2007). In CRT, item calibration may be used to identify and eliminate problematic items that masters find harder than nonmasters. Mistakenly identifying items as problematic squanders resources. This study examines how calibration sample size impacts errors in identification of problematic items. Findings suggest that errors initially decrease dramatically with increased sample size but fifty examinees may represent a point of diminishing returns.

b. Effectiveness of an Automated Self-assessment Tool for Writing. Dirk Ifenthaler, University of Mannheim; Pablo Pirnay-Dummer, University of Freiburg

This Category 1: Completed Study paper reports on the effectiveness of an automated self-assessment tool for writing: TASA (Text-Guided Automated Self Assessment). TASA is based on mental model theory and automatically generates just-in-time feedback and graphical representations from the learners’ uploaded text. The tool was constructed to support ongoing self-assessment for learners who write text (e.g. for assignments). This paper presents the results of a longitudinal design-experiment on the effectiveness and acceptance of the TASA environment.

Facilitator: Charles Hodges, Georgia Southern University

065. SICET Concurrent Session One: Online Learning (3)

2:15 to 3:15 pm
North Tower - 2nd Floor: Salon VI
Presenter(s):


To be truly effective, online learning must provide just-in-time interactions. The tools that most learning management systems offer are not sufficient not only in scope, structure but also in functionality. This presentation will highlight the creative ways and real examples of integrating cutting-edge technologies into online teaching and showcase how these free applications can be used to increase social presence as well as teaching presence: 1) Adobe ConnectNow for screen sharing and just-in-time interactions; 2) Twitter to enhance social presence with micro blogging. 3) Screencast for instant screen cast. The presenter will use a cutting-edge multimedia presentation tool to demonstrate samples of projects and activities. Participants will receive handouts with resources for immediate use.

b. Promoting problem solving in online collaborative learning: A mixed-method study in Taiwan. Ke Zhang, Wayne State University; JUI-LONG HUNG, Boise State University; Fei Gao, Ohio University

This session reports a mixed-method study, which investigated strategies to promote problem solving in online collaborative learning in Taiwan. The effects of integrated instructional strategies (e.g., instructor moderations, peer reviews, etc.) were examined through a quasi-experimental study, further supplemented with multiple qualitative methods. Multiple data sets were collected from online observation, online discourse, participants’ written reflections, and students’ learning artifacts, and analyzed and triangulated with both quantitative and qualitative methods. Qualitative and quantitative analyses were conducted with multiple raters and other techniques to ensure trustworthiness.

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This study examined the effects of two factors on asynchronous discussions in a Chinese online course: types of discussion activities and discussion leaders. Ninghua Han, Texas Tech University; Jongpil Cheon, Texas Tech University; Sungwon Chung, Texas Tech University

This study examined the effects of two factors on asynchronous discussions in a Chinese online course. One factor was different types of online discussion activities (problem-solving, sharing information, case study, and debating). Another factor was different discussion leaders (instructor-lead, tutor-lead, peer-lead, and no leaders). The findings indicated that debating discussion activity could facilitate students to achieve higher level of knowledge construction than sharing information activity. However, different discussion leaders showed no significant effects on students’ meaningful participation.

Facilitator: Shuyan Wang, University of Southern Miss
Among the changes introduced by new technologies is the need for educational technologists to have a broader, multidisciplinary background along with skills and wisdom in applying technology to improve learning and instruction. An IEEE Learning Technology Task Force committee has developed a curriculum model where topic areas (covering undergraduate, postgraduate and training levels) have a competency-based perspective with regard to pedagogy and assessment. The undergraduate curriculum model and its rationale will be presented.

Developing And Practicing Of 3d Virtual Orientation. Fatih ÖZDINÇ, Hacettepe University, Computer Education & Instructional Technology Department, Turkey; Hakan Tuzun, Hacettepe University

In the study a virtual 3D orientation developed in Active Worlds multi-user environment. 55 students attended the experimental research. So the effect of the virtual orientation on learning is discussed. Also some information is given about how to design and develop a virtual orientation.

For example, I will discuss studies conducted in college mathematics online courses to help students control their negative emotions and remain focused on specific tasks. Research on ways to motivate teachers to integrate technology will also be discussed.

b. Design for Learning and Assessment in Virtual Worlds. Brian Nelson, Arizona State University

Whatever theories, models, or approaches may be utilized for assessing the skills and processes identified as important to successful learning in the 21st century, the nuts and bolts of learning and assessment will still consist of interactions between the person or group being assessed and the outside world. However, the media used for interactions between learner and world, the “work products” (Mislevy, Steinberg, & Almond, 2003) through which learners will demonstrate construction of knowledge and skills, will be starkly different from those that existed in the past. In most classroom-based instruction, assessment via multiple choice tests, surveys, and other traditional means continues to be the norm. But such decontextualized tools and activities are nowhere to be found in the immersive virtual worlds in which 21st century learners spend much of their time outside the classroom. Instead, learners are continuously assessed as they embark on long-term learning quests using situated, need-based functions and toolsets through which they demonstrate a trajectory of growing competence in domain-specific areas, usually as part of a large community of practice. In this session, I define and describe the Global Evidence Channels through which learning and assessment activities are derived in virtual worlds, offering examples of how multiple evidence channels in operation through game-based activities can be utilized to construct rich data trails for assessment. Participants in this session will take away heuristics for designing game-embedded learning and assessment activities that take advantage of the elements that such worlds support.

Facilitator: Lisa Yamagata-Lynch, Northern Illinois Univ.

The extent to which students feel socially connected to their peers remains a key factor in
determining online course success. However, there are no technically validated instruments presently available for instructors to measure students’ feelings of social connectedness. During this session presenters will discuss the development, technical validation, and practical applications of the Social Perception Self-Report Instrument (SP-SRI), a tool for measuring students’ perception of social connectedness with participants in their online course.

b. Enhancing Online Learning Communities: Integrating Web 2.0 Tools. Michael Blocher, Chih-Hsiung Tu, Shadow Armfield, Laura Sujo-Montes, Cynthia Conn, & Mary Lane-Kelso, Northern Arizona University

Web 2.0 Tools can enhance online learning by supporting open network personal learning environments. By fully integrating these user generated content tools students and faculty engage and interact as they construct collective knowledge within their online learning community. Provides examples of how faculty at a southwest American university integrated Web 2.0 tools to support the administration of and student engagement within its online M.Ed. degree program.

Facilitator: Helena Johnson

069. SMT – A Comprehensive Definition of ICT Literacy for the 21st Century
2:15 to 3:15 pm
South Tower - 1st Floor: Terrace A/B
Presenter(s): Justin Marquis, Indiana University

Developing and enhancing literacy is central to the field of education, but no comprehensive definition of what it means to be “literate” in the Information Age exists. This presentation outlines a comprehensive definition of Information and Communication Technology (ICT) literacy that brings together literacy studies, instructional technology, sociology and Digital Visual Literacy to create a common understanding of what it means to be digitally literate.

Facilitator: Carol A. Brown, East Carolina University

070. Unconstrained Learning: A Report from the 2010 AECT Research Symposium on the Guiding Principles for the Next Generation of Distance Education
2:15 to 3:15 pm
South Tower - 1st Floor: Terrace C/D
Presenters: Les Moller, University of South Dakota
Jason Huett, University of West Georgia

The 3rd bi-annual Association for Educational Communications and Technology (AECT) Research Symposium brought together scholars, theorists, researchers, and other creative thinkers for an intimate conversation about their research into the next generation of distance education, and the principles that should guide effective practice as we advance toward to a new learning landscape unconstrained by time and space. The research presented at the symposium was critiqued, discussed, refined and ultimately culminated in a set of guiding principles for the next generation of distance education. This session highlights the results of the symposium and presents these guiding principles for further discussion and refinement. Join us as we dialogue about promoting a forward-thinking agenda for research and scholarship into the future of unconstrained learning.

071. International Division: Technology and Learning (3)
2:15 to 3:15 pm
South Tower - 1st Floor: Terrace E/F
Presenter(s):

a. Learning Strategies of Academically Excelling Distance Students at Anadolu University. Alper Tolga Kumtepe, Anadolu University; Evrim Genc-Kumtepe, Anadolu University; Cengiz Hakan AYDIN, Anadolu University; Mestan Kucuk, Anadolu University

This paper will discuss the preliminary findings from a study designed to understand the learning strategies and profiles of succeeding and failing students in Anadolu University Open and Distance Education System. Particularly, high achievers who completed their distance programs with degrees were included in the sample along with other students. Both qualitative and quantitative methodologies were employed in a concurrent mixed methodology to comprehend learning strategies and approaches to studying by distance learners.

b. Generational Differences at a Hispanic Serving Institution: An e-Learning study. Cheng-Chang Pan, Univ. of Texas Brownsville; Mike Sullivan, Univ. of Texas Brownsville; Bin Zhang, Univ. of Texas Brownsville

Is there any generational difference among Hispanic learners in the arena of e-learning? This quantitative inquiry is intended to answer this question by studying students’ technology ability, learning activity preference, attitude towards technology use, and instructional strategy orientation at a Hispanic serving institution of higher education in a university along the southern border with Mexico. The preliminary finding from a previous study used a straightforward t-test comparison of variance and determined that age was the dominant factor
affecting learners’ orientation toward instructional strategy. However, does this observation still hold true after controlling for the students’ preferred course delivery mode and academic status? This 20-minute concurrent session is anticipated to provide a detailed further discussion. Limitations and recommendations will also be delineated.

c. **Understanding ICT-integration in schools in Flanders. Jan Elen, CIP&T, KULeuven; Johan van Braak, University of Ghent, Belgium; Geraldine Clarebout, K.U.Leuven**

This paper addresses the question what teacher’s related factors influence the nature of ICT integration in education. Survey data were collected from 1316 teachers in primary and secondary education in Flanders. From our data it can be concluded that the only teachers’ perceptions of their own pedagogical ICT competencies seem to affect the nature of ICT use. Perceived students’ ICT competencies and conceptions about the added value of ICT do not affect ICT use.

Facilitator: Moussa Tankari, Northern Arizona University

### 072. D&D Interactivity (2)

2:15 to 3:15 pm  
South Tower - 2nd Floor: Valencia

Presenter(s):  

a. **INTERACT: A Process Model of Interactivity. Ruth N Schwartz, NYU; Jan Plass, NYU; Steffi Domagk, University of Erfurt, Germany**

Interactivity is a prominent feature in discussions of multimedia learning. However, the literature suggests that how interactivity is defined, and what benefits it offers, are not at all clear. In order to clarify the concept of interactivity, we present a unifying model that includes the user, the learning environment, and a system of connections and concepts that together comprise interactivity. This model can inform both research on and design of interactive multimedia instruction.

b. **Adding Interactivity to Learning Content. Taeyeol Park, Georgetown University**

To support course instructors’ efforts in converting their class presentations into interactive online learning tools, GU SOM provided them with a guide for creating “hotspot/rollover/button” and “interactive quizzes”. This presentation will demonstrate which software applications are more effective and how to use these applications for adding interactivity to learning content.

Facilitator: Anne Mendenhall, Florida State University

### 073. GSA Breakout Session #1: How to Make the Best of Your Conference Experience

2:45 to 3:15 pm  
North Tower - 2nd Floor: Harbor Room

Facilitator: Tutaleni I. Asino, Penn State University

### 074. TED – Scaffolding Information Literacy with Problem-Based Learning in an Asynchronous Online Environment

2:45 to 3:15 pm  
North Tower - 2nd Floor: Salon IV

Presenter(s): Anne R. Diekema, Utah State University; Wendy Holliday, Utah State University; Heather Leary, Utah State University

This study explores the development of a problem-based learning online asynchronous module as an instructional strategy for teaching information literacy as a process of using information rather than a set of discrete search skills. Students in a school library media certification program participated in the online module as part of a course. Results indicate that students’ understanding of information literacy deepened beyond discrete information seeking skills with newfound appreciation for uncertainty in the research process.

Facilitator: Matt Ames, Virginia Tech

### 075. Design and Development of a Virtual Transportation Decision Simulation

3:30 to 4:30 pm  
South Tower - 2nd Floor: Barcelona

Presenter(s): Benjamin Eric Erlandson, California State University, Monterey Bay; Andre R Denham, Arizona State University; Lijia Lin, Arizona State University; Brian Nelson, Arizona State University

This paper describes the design, development, and pilot implementation of the Postropolis University Transportation Scenario (PTS), an immersive virtual simulation activity that allows undergraduates to make increasingly complex decisions about commuting - using a variety of transportation modes. By the end of May 2010, we hope to have ample evidence to validate the efficacy of the PTS for learning about these decisions. Findings from current implementations will be presented, with implementations continuing in Fall 2010.

Facilitator: Rod Myers, Indiana University

### 076. DDL Online Teaching (a) (2)

3:30 to 4:30 pm  
South Tower - 2nd Floor: Granada

Presenter(s):  

a. **Observation of Teaching in the Online**
081. Lessons to be Learned from Online For-Profit Universities
3:30 to 4:30 pm
North Tower - 2nd Floor: Salon I
Presenters: Ana Donaldson, Walden University;
MaryFriend Shepard, Walden University; Les Moller, University of South Dakota

As the educational emphasis has shifted to online programs, faculty in public and private institutions of higher education are in search of model programs where academic success is evident. One of the fastest growing enterprises for the delivery of advanced online degrees is the for-profit institutions that have seen significant increases in enrollment. This panel of faculty and administrators from a well known for-profit institution will share how instructional design and delivery has effectively addressed the needs of today’s learner. A special focus will be included on addressing how rigor, research agendas, and emergent technologies are incorporated into course design.

082. Internationalists and Their Impact on AECT
3:30 to 4:30 pm
North Tower - 2nd Floor: Salon II
Presenter(s): Richard Cornell, University of Central Florida; Clarence Chu, National Taiwan University; Jerrold E. Kemp, Retired - San Jose State University; Yong-Qian Liu, Ministry of Education, Beijing

In 2009 we asked a number of our AECT “pioneers” a number of questions related to how they viewed our field in the past, present, and future. In 2010 we will reprise this session but with a different slant - who have been some of our international “pioneers” and what has been, is, and will be how they view our field from their own international perspectives. The questions they will answer will target global issues that impact us in AECT.

Facilitator: Ross Perkins, Boise State University

083. Organization & By-Laws Committee
3:30 to 4:30 pm
North Tower - 2nd Floor: Salon III
Chair: T. Weston Miller, Earlham College

084. School Media & Technology Special Session: Updates on the NBPTS
3:30 to 4:30 pm
North Tower - 2nd Floor: Salon IV
Presenter: Delia Neuman, Drexel University
Facilitator: Mary Beth Jordan, Albuquerque Academy/ Simms Library

Environment. Craig Shepherd, University of Wyoming; Doris U. Bolliger, University of Wyoming; John Cochenour, University of Wyoming

The delivery of online courses introduces unique concerns and faculty need to be observed differently in online classrooms than in campus-based or hybrid courses. Researchers developed and tested an online teaching observation matrix that may be utilized in the observation of faculty teaching online courses. Assumptions, strengths and weaknesses, and recommendations about the process and use of the matrix will be presented in this session.

b. A Curriculum Analysis of Online Master of Education in Curriculum and Instructional Technology Program. Aliye Karabulut, Iowa State University; Brian Fodrey, Iowa State University

The purpose of this paper was to provide a detailed curriculum analysis of an online Master of Education program with a specialization in Curriculum and Instructional Technology. Using Posner’s (2004) Curriculum Analysis Framework, a document analysis method was employed to examine curriculum documentation and origins, curriculum proper and curriculum in use. Based on the analysis, suggestions were made to improve the curriculum and overcome potential weaknesses.

Facilitator: Tracey Stuckey-Mickell, Northern Illinois U.

077. AECT First Timer’s Orientation
3:30 to 4:30 pm
Lobby Level: Grand Ballrooms A, B, C, D

At this session, the AECT convention first timer can learn about how to get the most out of the 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 you give you a special welcome to your first AECT convention!

Facilitators: Christopher T. Miller, Morehead State University; Cindy York, Armstrong Atlantic State University

079. Curriculum Committee Meeting
3:30 to 4:30 pm
North Tower - 2nd Floor: Huntington Suite
Chair: Glenda Gunter, University of Central Florida

080. D&D Future PacifiCorp Planning Meeting
3:30 to 4:30 pm
South Tower - 2nd Floor: Madrid
Facilitators: Karen Kaminski, Colorado State University Dan Schuch, PacifiCorp

Anaheim, California
085. RTD – An Exploratory Study of Cyberbullying With Undergraduate Students
3:30 to 4:30 pm
North Tower - 2nd Floor: Salon V
Presenter(s): Carol M. Walker, Indiana University of Pennsylvania
This study evaluated the instances of direct and/or indirect cyberbullying experienced by the undergraduate university student and technology utilized. A 27-item survey was distributed to 120 undergraduate students in three departments. The 54% of all respondents and 100% of male respondents indicated knowing someone who had been cyberbullied. Cell phones, Facebook and instant messaging were the primary forms of technology used. Living arrangements and hours of daily technology usage provided statistically significant results.
Facilitator: Xiaoxia Huang, Indiana State University

086. SICET Concurrent Session Two: Technology Integration (2)
3:30 to 4:30 pm
North Tower - 2nd Floor: Salon VI
Presenter(s):

a. Students’ Understanding of Technology and its Integration. Shuyan Wang, University of Southern Miss
The purpose of this study is to investigate how course activities help graduate student understand and utilize the methods of integrating technologies into classroom to ensure that all students gain equitable technology skills required to function in educational settings. Data is collected through open-ended questionnaire, discussion postings, and document analyses of 20 graduate students. Organizing the data retrieved from student artifacts, field notes, and open-ended questions into coding categories allow the researcher to understand how current course design help students understand and will be able to use technologies in their teaching.

b. The Effectiveness of computer-based multimedia instruction in Chinese character recognition. Hui-Ya Chuang, University of Northern Colorado; Heng-Yu Ku, University of Northern Colorado
Multimedia is a new trend in instructional materials design in Chinese language learning. The purpose of this study is to examine 66 participants’ learning achievement and attitudes toward two types of dual-coding designs (text group: image-text versus narration group: image-audio) in learning Chinese characters. Findings on participants’ performance on the immediate posttest, the delayed posttest, and their attitudes between these two groups will be discussed.
Facilitator: Tina Wu, Central Connecticut State University

087. ICEM: The Continuing Evolution of Distance Education (2)
3:30 to 4:30 pm
North Tower - 2nd Floor: Salon VII
The selected paper presentation features the continuing evolution of distance education. It focuses on a case study on network learning environments, a concept that also involves social networking, in an attempt to evaluate these customized learning environments from a student perspective.
Presenter(s):

Student Perceptions of Connected Network Learning Environments in a Graduate Level Course: Experiences of ETC 647 students. Moussa Tankari, Northern Arizona University; Bodi Anderson, Northern Arizona University
This paper will report on students’ experiences in a graduate level Educational Technology course at an American institution of higher education. More specifically, the paper will attempt to find answers to the following three arching questions: (a) what is Network Learning Environment?, (b) why is Network Learning Environment important to online learning?, and (c) what theories support Personal Learning Environment (PLE)? Next, the paper will also provide an overview of ETC647’s PLE design, describe students’ perceptions and experiences on ETC647’s Network Learning Environment, suggest solutions to improve NLE design based on students’ perceptions and experiences, and make recommendations for future research.
Facilitator: Zhigang Li, University of Central Florida

088. Research & Theory Invited Session: Featured Researchers – Senior Faculty
3:30 to 4:30 pm
North Tower - 2nd Floor: Salon VIII
Join us to hear a presentation by RTD invited senior faculty researcher Rob Branch.
Presenter: Robert Branch, University of Georgia
Facilitator: Marcus Childress, Emporia State University

089. TED More Social Networking for Teaching and Learning (2)
3:30 to 4:30 pm
South Tower - 2nd Floor: Seville
Presenter(s):

a. Microblogging with University Students 24/7: Twitter Comes of Age. Ingrid Graves, Tarleton State University; Yadi Ziaeehezarjeribi, IST
This study delineates the results of a semester-
long Universal Design modification to a university course using Twitter as a method to increase communication between professor and students. Results of pre and post-testing, qualitative analysis of Twitter postings, and post-semester interview demonstrate, for the most part, students benefit from carefully placed course reminders, questions related to course content, and social interaction.

b. In-service teachers’ digital identity development on Facebook: An examination from Goffman’s self presentation analysis. Chih-Hsiung Tu, Northern Arizona University

Development of a digital identity is considered an opportunity to make learning more personally meaningful, collaborative, and socially relevant. The purpose of this study is to understand in-service teachers’ digital identities experiences, developments, and managements on social network site from Goffman’s self presentation framework analysis. This study concluded: Digital identity is an optional identity that represents the participants’ social and professional images, not for teacher-students; Applied fairly simple and basic digital contents to build their digital identities, while updating their status was not critically valued. The participants clearly lacked technical notions and skills and were confused about their technical notions. Lack of technical notions and skills and confusion about technical notions.

Facilitator: Stephoni Case, Oklahoma State University

090. TED Technology Topics & Experiences Across the Nation
3:30 to 4:30 pm
South Tower - 1st Floor: Terrace A/B
Presenter(s):
Comparison of Technology Topics and Experiences: A National Study of Teacher Education Programs and K-12 Teachers. Anne Ottenbreit-Leftwich, Indiana University; Thomas Brush, Indiana University

This presentation discusses a large national study partially supported by a contract from the Office of Educational Technology within the United States Department of Education. Data were collected from 426 teacher education programs and 316 teachers. Results show how technology topics and experiences are similar and different. Implications on how to incorporate technology topics and experience into teacher education programs in order to transfer to teachers’ practices will be discussed.
Facilitator: David Carbonara, Duquesne University.

091. Leading Systemic Change (2)(a)
3:30 to 4:30 pm
South Tower - 1st Floor: Terrace C/D
Presenter(s):


Companies publish business philosophies to inform customers and other external stakeholders about their vision, inner workings, and organizational culture. When we look at these philosophies we recognize many differences, not only on the conceptual level but also concerning how the concepts are organized within the text. The empirical results of our study show that the philosophies differ only moderately in structure but greatly as far as the semantics typical of each branch are concerned.

b. Educational Informatics and Systemic Change. Anthony Chow, Univ. of North Carolina - Greensboro

This presentation explores a theoretical connection between systemic change efforts and the emerging research area of educational informatics. The role of information and communication technologies (ICTs) in identifying, collecting, and analyzing the data and processes needed for making informed decisions about implementing and sustaining systematic change will be explored. The preliminary results of the use of the newly created Systemic Educational Informatics (SEI) model at three schools undergoing systemic educational change will also be discussed.
Facilitator: Jim Ellsworth, U.S. Naval War College

092. T&P Various Facets of Learning and Instruction (3)
3:30 to 4:30 pm
South Tower - 1st Floor: Terrace E/F
Presenter(s):

a. Making Instructional Design Accessible in Recessionary Times: Lessons learned developing high-quality, instructional design on a shoestring budget. Lisa Giacumo, Arizona State University; Amy Steebe, Arizona State University; Philippos Savvides, Arizona State University

How do you make quality instructional design accessible to a small business in these trying economic times? A team of Educational Technology graduate students at Arizona State University used client coaching, self-directed
instructional design, and open-source learning management software to meet the needs of a client in the fitness industry. Results and discussion from the evaluation of the design process and instructional program are provided.

b. **Computer Modeling of Teams Learning: An Agent Based Social Simulation of Team Learning (SSTeL).** Tristan Johnson, Florida State University; Selcuk KARAMAN, Ataturk University; Rinat Rosenberg-Kima, Florida State University

Agent Based Modeling is a computational method that enables a researcher to create, analyze, and experiment with models composed of agents (Gilbert, 2008). Social Simulation of Team Learning (SSTeL) was developed in this study to simulate team working processes as an agent based simulation. This first version of SSTeL helps to estimate learning of existing teams as well as to provide decision support for team assignment. SSTeL has potential to become a comprehensive virtual team learning laboratory.

c. **The trends and issues associated with learning object repositories and the implications for international learning organizations.** Selcuk KARAMAN, Ataturk University; Tristan Johnson, Florida State University

It is aimed in this study to reveal trends and issues associated with learning object repositories and material sharing by examining current circumstance of widely known Learning Object Repositories and stakeholders’ views. Stakeholders’ opinions about future of LORs in terms of Web 2.0 impact and Open Course Ware points were analyzed. The result revealed that learning material development and sharing is progressing to be more specific and more socialized.

Facilitator: James Marken, Old Dominion University

093. **D&D Instructional Design Practice (2)**
3:30 to 4:30 pm
South Tower - 2nd Floor: Valencia

Presenter(s):

a. **An analysis of what instructional designers need to know and be able to do to get a job.** Patrick Lowenthal, University of Colorado Denver; Brent G. Wilson, U of Colorado Denver; Joanna C. Dunlap, University of Colorado Denver

What tools do instructional designers need to know to get a job - and to what level of proficiency? It seems that rapid development tools (e.g., Articulate, Lectora, Raptivity) and Web 2.0 tools are competing well with established tools like Dreamweaver. In this paper we analyze a six-week sample of job postings to answer this question. Implications for ID professionals and academic programs are discussed.

b. **An Analysis of Job Ads in ID&T: Implications for ID&T Programs & Future Professionals.** Enilda Romero, Old Dominion University; Ginger Watson, Old Dominion University

This study includes an analysis of several hundred job advertisements from over 12 major job listing sites from January 2009 through the present. Degree requirements, competencies, skills, and specializations are presented to provide professionals in training and academic programs who prepare them with information on what employers are seeking in the current job market.

Facilitator: Matthew Leavitt, Federal Government
Thursday, October 28

097. AECT Intern Breakfast Meeting - Thursday
7:00 to 8:00 am
North Tower - 2nd Floor: Harbor Room

098. Present@Distance Session #1 (2)
8:00 am to 9:00 am
South Tower - 2nd Floor: Barcelona
Presenter(s):

a. Factorial Model for Measurement of Mental Effort. **Li Jin**, Florida State University; **Aubteen Darabi**, Florida State University; **Richard Wagner**, Florida State University; **Thomas Cornile**, Florida State University

This study demonstrated a factorial model for measurement of mental effort invested in a certain learning task. Mental effort was treated as a latent factor, and six variables (task difficulty, instructional condition, prior knowledge, prior skill, motivation, and learning outcome) were identified as indicators that could predict mental effort. Three models that posted different restraints on the factor-indicator relations were tested with the data collected in an experimental study. Fair good model-data fit indices were obtained.

b. Participation Norm Differences in Synchronous Online-Courses and FTF Classes and Implications for Instructional Design. **Li Jin**, Florida State University; **Vanessa Dennen**, Florida State University

This paper presents the findings of a study of a blended course and discusses the implications for online instruction. The blended course consists of face-to-face classes and synchronous online classes. The underlining beliefs and rules for participation (participation norm) are exerted from both types of classes. Differences between participation norm in synchronous and face-to-face classes are identified. A discussion on why the differences exist and how instructors and instructional designers could accommodate is followed.

Facilitator: **Mapopa Sanga**, Virginia Tech

099. Awards Committee
8:00 am to 9:00 am
South Tower - 2nd Floor: Commodore Boardroom
Chair: **Bill Sugar**, East Carolina University

100. International Division: ICT in Higher Education (3)
8:00 am to 9:00 am
North Tower - 1st Floor: Garden 1
Presenter(s):

a. Study and non-study related ICT use of students in higher education. **Jan Elen**, CIP&T, KULeuven; **Steven Bruneel**, University of Leuven, Belgium; **Jef Verhoeven**, University of Leuven, Belgium; **Kurt De Wit**, University of Leuven, Belgium

The paper presents a study of the use of ICT of higher education students for study- and non-study related purposes. The study reveals that students make a very clear distinction between study- and non-study related use of information and communication technologies. This is shown in the pattern of ICT use over a week. It is also clear from the observation that students use institution-provided applications only for study-related purposes whereas a entirely different set of applications is used for non-study (more social) related purposes.

b. The Perceptions of Instructional Technology Students on Project Management. **FIRAT SARSAR**, Xiaowue Wang, Florida Gulf Coast University; **Imani Mance**, Georgia State University; **Dave Fikis**, Georgia State University; **Barbara Cebulski**, Georgia State University

The study reveals students’ perceptions of managing instructional technology projects (MITP). The perceptions include theoretical and practical experiences obtained in the course of Managing Instructional Technology Projects at a state university in USA. The course is at graduate level with a purpose to enhance student competencies in MITP. The students are required to design, develop, implement, and evaluate project management plans, tools, and techniques. The students’ perceptions were qualitatively analyzed to determine the changes at the end of the course.

c. Evaluating three different Open Educational Resource models provided to enable Learning in Our Connected World. **Engin Kursun**, Ataturk University; **Tina Wilson**, The Open University; **Kursat Cagiltay**, Middle East Technical University, Computer Education and Instructional Technology Department; **Patrick McAndrew**, The Open University, UK

The main aim of this paper is to compare and contrast different OER initiatives in terms of the OER development model adopted to enable information transfer to future projects. More specifically quality assurance strategies, sustainability, content type (resource format), pedagogical approach, licensing and user participation are the main perspectives to be considered. To do this, three major OER projects (MIT OpenCourseWare, Rice University’s Connexions, and UK Open University’s OpenLearn) were selected for investigation.

Facilitator: **Ross Perkins**, Boise State University
101. SMT – Two Presentations on Instructional Strategies
8:00 am to 9:00 am
North Tower - 1st Floor: Garden 2
Presenter(s):

a. **Developing STEM Content for VisualEyes** (www.viseyes.org), an Online XML-based Interactive Spatial and Temporal Events Browser. Daniel Tillman, University of Virginia; Bill Ferster, University of Virginia

VisualEyes (www.viseyes.org) is an online XML-based interactive spatial and temporal events browser that allows instructional designers to create content for pre-service and in-service teachers who wish to incorporate dynamic visualizations into their classroom. To date, content development for VisualEyes has focused primarily upon topics within history and social studies. This presentation will discuss those projects, and then present examples from mathematics and science that are currently under development.

b. **The Ecological Nature of Digital Natives’ Education.** Junia Carvalho Braga, Universidade Federal de Minas Gerais Brazil; Glenda Gunter, University of Central Florida

Drawing on the ecological perspective and on learning principles viewed as being typical for today’s digital generation, this presentation reports on research conducted with 300 students to suggest that young people rely on technology to organize, and reorganize their own world experience, which involves participation, agency, and reinterpretation of actions and conceptions. Our findings also indicate that, although technology resources are embedded in students’ practice, it is not a significant part of their formal education.

Facilitator: Lessell (Marty) Bray, University of West Georgia

102. SMT – A Comparison of Two Methods for Solving Sudoku Puzzles
8:00 am to 8:30 am
North Tower - 1st Floor: Garden 3
Presenter(s):

Kenneth Luterbach, East Carolina University; Diane Rodriguez, East Carolina University

Many articles make claims about the benefits of Information and Communication Technologies without providing statistical evidence. To address that criticism, this study compared two different methods for completing Sudoku puzzles by analyzing the performance of students in Grades 4 and 5. Some participants solved Sudoku puzzles using paper while the others used an electronic spreadsheet that disallowed the entry of duplicate numbers. This presentation will describe the study methods, mixed results, and implications for teachers.

Facilitator: Randy Hollandsworth, Piedmont College

103. RTD – Social & Digital Scholarship: 21st Century Research and 21st Century Scholars
8:00 am to 9:00 am
North Tower - 1st Floor: Garden 4
Presenter(s): George Veletsianos, Univ. of Texas at Austin

With the advent of networking and social media tools targeting scholars (e.g., www.mendeley.com as a research/bibliographic/networking tool for scholars), we see an increasing need for scholars to learn digital media literacies. Participation in online communities and networks of practice is becoming increasingly relevant, and contemporary scholars cannot ignore digital scholarship activities. In addition, a convergence of technological (e.g. online journals) and social trends (e.g. openness) is promising to transform 21st century scholars and scholarship.

Facilitator: Lisa Yamagata-Lynch, Northern Illinois U.

104. DDL Tech Tools (c) (2)
8:00 am to 9:00 am
South Tower - 2nd Floor: Granada
Presenter(s):

a. **Using Digital Music to Enhance Students’ Experience in Online Courses.** Joanna C. Dunlap, University of Colorado Denver; Patrick Lowenthal, University of Colorado Denver

In this presentation, we will describe the potential of digital music to enhance postsecondary students’ experiences in online courses. We will share examples of music-driven instructional activities, and our research on how these activities can (a) enhance social presence; (b) tap into students’ interests, and elicit positive feelings and associations; and (c) involve students in relevant and meaningful student-to-content interaction. We will conclude with a large-group discussion to collect additional ideas regarding music’s instructional potential.

b. **A Design Framework for a Virtual Change Agent to Improve College Students’ Motivation and Emotion control in Remedial Math Online Courses.** ChanMin Kim, University of Georgia

Students’ motivation and emotions can become particularly problematic in online mathematics courses due to limited interactions with instructors and classmates. A design framework for a virtual change agent is proposed to improve student...
motivation and emotion control in remedial math online courses.
Facilitator: Patrick Lowenthal, University of Colorado Denver

105. The Educational Media Yearbook
8:00 am to 9:00 am
Lobby Level: Grand Ballroom A
Presenters:
  Robert Branch, University of Georgia
  Michael Orey, 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 2011 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.
Facilitator: Samantha Blevins, Virginia Tech

106. Roundtable Session 21B
8:00 am to 9:00 am
Lobby Level: Grand Ballroom B
Presenter(s):
21B-a: 21st Century Community College Teaching Strategies and Medieval History (D&D). Lisa Giacumo, Arizona State University; Wilhelmina Savenye, Arizona State University; Gregory Sausville, Hudson Valley Community College
Have you successfully motivated non-major undergraduate students’ interest in the history of your chosen field of research? This presentation will link learning theory and the story of a successful instructional design project partnership with a medieval history content specialist beginning to dabble in the field of educational technology. Results from the formative evaluation of the instructional pilot program provide insight to a community college history class in the northeast and lessons learned.

21B-b: A Different Approach to Online Learning Support Systems: Artificial Intelligence Dialogue System (Chatbot) (INTL). İlker Kayabay, Anadolu University; Alper Tolga Kumtepe, Anadolu University
Artificial Intelligence Dialogue Systems are software that allow users to communicate with computers in their native language. The current paper will focus on the efforts and preliminary results from an ongoing study. Regarding the limitations of the existing system at Anadolu University, a chatbot is being developed to offer technical support. This paper will investigate the feasibility and potential benefits of a new artificial intelligence chatbot initiative on the institutional and individual basis.

21B-c: An Examination of Factors Underlying College Students Use of Internet Search Tools for Essay Writing (D&D). Jinjie Zheng, Michigan State University
More and more college students use Internet search tools to support their essay writing. However, little is known about how students actually locate and use online resources to compose essays. This study seeks to explore the factors that influence the efficiency of college writers’ use of Internet search tools. A 37-item survey was created and tested on 169 college students. Using principal axis factoring and internal consistency, seven key factors were extracted: The study provides an original effort to investigate the emerging phenomenon in writing research.

21B-d: Culture and Community in Online Courses: A Grid and Group Explanation (DDL). Stephoni Case, Oklahoma State University; Susan Stansberry, Oklahoma State University
While most institutions offer online education as a standard component of their programs and curriculum, research indicates that online courses are effective in some cases and ineffective in others. Some online cultures promote student engagement, communication and collaboration that mediate academic achievement, while others inhibit these factors. Applying Mary Douglas’ Typology of Grid and Group (1982) to online courses provides a lens to explain the cultural characteristics of online courses.

21B-e: Designing and Developing Innovative Lesson Plans: Bridging the Concept and Application of Technology Integration into Classroom (D&D). Luh Putu Mahadewi, Western Illinois University; Leaunda Hemphill, Western Illinois University
Graduate students developed a series of technology-rich lessons plans that incorporated problem-solving principles, online games, and online collaboration across countries. The students worked with a cooperating teacher to deliver the lessons to a second-grade class. Teaching strategies and techniques will be discussed and demonstrated in

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this presentation including standards-based lesson plans, student activities, technology tools, and online collaboration techniques.

21B-f: Factors Affecting Faculty Adoption of Learning Management System at a Private University in Taiwan (ICEM). Zhigang Li, University of Central Florida; Cheng-hsin Ku, Soochow University, Taipei, Taiwan

Learning management systems have been widely adopted in Western universities and are becoming an integral part of the teaching process. However, the progress to the adoption of such systems among the universities in Taiwan has been slow. This presentation explores the factors that affect the teacher’s acceptance of a learning management system at a private university in Taiwan by applying the Technology Acceptance Model 3.

21B-g: Higher Education Sub-Cultures and Open Source Adoption for Distance Learning (DDL). Shahrion Williams van Rooij, George Mason University

This roundtable session will explore trends in adoption of open source software (OSS) for online learning by comparing the results of a 2009 survey of 285 Chief Academic Officers and Chief Information Officers with the 2006 administration of the same survey. Participants will learn how the academic and technologist sub-cultures differ in terms of key adoption drivers. Participants will also discuss how these results compare with open source experiences at their own institutions.

21B-h: Adolescent Awareness of Security and Etiquette on Facebook (INTL). HERY YANTO THE, University of Hawaii; Lyn Ackerman, University of Hawaii; Kellie Kong, University of Hawaii; Elton Masaki, University of Hawaii; Peter Ayala, University of Hawaii; Claire Borengasser, University of Hawaii.

The number of Facebook users in Indonesia is increasing dramatically. The largest group of users is young adults (18-24) at 40.55% and adolescents (13-17) at 27.25%. From these largest users, not all of them are aware about the negative effects of sharing their information on Facebook. The purpose of this study is to get information about how well the adolescents in Indonesia know the negative effects, the risks, and the etiquette of using Facebook.

21B-i: Optimizing Assessment: Involving Self, Peers, and Instructor in Assessing Students’ Presentation with Technology (D&D). Hongxia Fu, University of North Dakota; Mark Hawkes, Dakota State University

This research is intended for people who are interested in optimizing the learning effect of assessment. It combined self-, instructor, and peer assessment with the support of technology to maximize a micro-lesson presentation assessment. In this project 161 pre-service teachers developed and delivered micro-lessons to their peers. Results showed that peer assessments were nearly as effective as the instructor’s; the students valued self-assessment and the project more after the participation.

21B-j: Usability Testing Meets Section 508: Evaluating the Usability of “Accessible” Instructional Materials (D&D). Brian Beatty, San Francisco State University

An increasing trend in higher education and other public sector organizations is to create fully accessible instructional materials. This paper reviews the standard usability test procedures used to evaluate instructional materials in a large urban public university and explores the user experience impact of new requirements for implementing Section 508 (Accessibility) guidelines. Is it possible that increasing access to instructional materials may lead to less usable material and less effective instruction?

21B-k: Creating a Knowledge Community: Four Online Instructors Face the Challenges Together (DDL). Meng-Fen (Grace) Lin, University of Hawaii; Charlotte Huei-Wen Tsai, University of Hawaii; June Davids, University of Hawaii; Michael Herrick, University of Hawaii

This narrative inquiry investigates the knowledge generated by four instructors as they team taught an undergraduate online class. Collectively, the team wrestled with common issues such as student engagement, grading policy, and workload while pondering on their individual differences in contributing to the collective yet unique team experience. Through the interweaving of four instructors’ reflective experience by way of online meetings and collaborative writing, we contextualized factors of the complexity of online teaching.
Thursday, October 28

107. Roundtable Session 21C
8:00 am to 9:00 am
Lobby Level: Grand Ballroom C

Presenter(s):

21C-a: A Multifunctional Web-Based e-Portfolio System for Special Education (SMT). Guo-Liang Hsu, Graduate School of Network Learning Technology, National Central University, Taiwan; Han-Chin Liu, National Chiayi University; Hsueh-Hua Chuang, National Sun Yat-sen University

This project explored mandatory features of an e-portfolio system for teachers to effectively construct electronic portfolios, especially for students with intellectual disabilities. Further, a special education e-portfolio system was developed according to the explored features by modifying the open source Moodle™ course management system. Experts in special education and educational technology were interviewed and surveyed for their responses toward the system. The results showed that the e-portfolio system was accepted by the interviewees.

21C-b: Creating for Learning: A Framework for Student-Centered Model-Based Learning (D&D). Bruce Gabbitas, University of Georgia

Creativity is ultimately a learning process. Work in model-based learning has recently undertaken the project of developing instructional theories and processes that help learners learn from models in science and math. Based on the idea that learning in any domain is inseparable from learner models, a framework is proposed that uses creativity and model-based learning to recommend design principles for effectively designing student-centered model-based learning environments. Experiences from original school-based research inform this framework.

21C-c: Creating the Instructional Design and Technology Studio (D&D). Trey Martindale, University of Memphis

The University of Memphis faculty and students have created an instructional design and development operation (the IDT Studio) that solicits contracts with companies and organizations to create instructional products and performance support tools. In this session I will describe the IDT Studio including the business plan, rationale, services, physical space, equipment, projects, personnel, and lessons learned. I welcome your active participation and sharing of relevant experiences during this interactive session.

21C-d: Five Misconceptions About Instructional Designers in Higher Education, And Ways We Can Dispel Them (D&D). Adrienne Salentiny, University of North Dakota

What is an instructional designer? Does he do technical support? Is she a graphic artist? What exactly DO these people do? This session will discuss ways in which instructional designers can overcome their ambiguity in the higher education environment. Although it deals with serious and common issues affecting instructional designers, the session is intended to be light-hearted. It is appropriate for instructional designers, instructors and/or faculty members, and others with interest in the field.

21C-f: Interactive Website for Computer Based Competency Testing and Information Management (SMT). Juan Perez, Doctoral Student Instructional Technology and Medical Laboratory Scientist

In keeping with the theme of the convention this presentation will address the topic of learning in our connected world. Even though, the main topic of the presentation will demonstrate how to develop a functional interactive website using Dreamweaver, Coldfusion, and Microsoft Access. Its premise resides on the concepts of technology integration, instructional development, instructional design, open educational resources and telepresence.

21C-g: Practicing What We Preach: Formative Evaluation to Improve Client Engagement Experiences in an Evaluation Course (D&D). Jennifer Brill, Virginia Tech

The session purpose is to explore the effective use of real clients for semester-long projects in an Instructional Technology evaluation course. Students partner with clients to plan, conduct, and report on authentic evaluation projects. At semester-end, students participate in a focus group to identify factors for evaluation project success. Findings from four semesters will be shared to foster a dialogue regarding successful project-based learning experiences and formative evaluation as a practical means for course improvement.

21C-h: Methodological Approaches to the Study of Systemic Change (SC), Claudius Rodgers, Indiana University

Educational reform in America has been a part of the national landscape for decades. One of the significant approaches towards reform has been that of systemic change. We will briefly discuss
the use of systems thinking and structuralism and structuration as complimentary approaches to studying education systems experiencing systemic change. These approaches provide a systematic approach to developing a description of the system and an approach interpretation of participants experience of change within the system.

21C-i: Can Creativity Be Trained? (RTD). Melia Michelle Fonoimoana, Brigham Young University; Daniel L. Randall, Brigham Young University; Isaku Tateishi, Brigham Young University; Rick West, Brigham Young University

In this session, the presenters will lead a discussion of how to train college students to become more creative and innovative. During the session, the presenters will present key findings from creativity training research done in a large private university in the U.S. These findings and associated applications will be discussed. The presenters also discuss potential issues with regards to the creativity training.

21C-j: Curriculum Alignment in an Online Master’s Degree Program in Instructional Design and Technology (DDL). Bruce Harris, Western Illinois University; Anthony Pina, Sullivan University System; Richard Thurman, Western Illinois University

This presentation will focus on curriculum alignment in establishing an online degree program in the field of Instructional Design and Technology (IDT). Specifically, the presentation will include: a) a discussion and comparison of curricula in various online master’s degree programs in Instructional Design and Technology, a discussion of specific online degree program curricula developed by the authors, and c) a discussion of lessons learned in establishing curriculum alignment for online IDT master’s degree programs.

21C-k: New and Emerging Data Visualization Tools (RTD). Charles Hodges, Georgia Southern University

The purpose of this roundtable session is to discuss the possible uses of freely available data visualization tools for teaching and research. The use of Wordle and Many Eyes as tools for analyzing online threaded discussions will anchor the conversation. It is hoped that by sharing the ideas and experiences of individuals attending the roundtable, that focused topics of future research and practical applications involving these and similar tools can be identified.

108. Systemic Change: Transforming Learning & Instruction (a)
8:00 am to 9:00 am
Lobby Level: Grand Ballroom D
Presenter(s):

Disrupting the Brick and Mortar Syndrome: Practices of a Hybrid Cyber Charter School. Lisa Waters, University of Hawaii; Peter Leong, University of Hawaii-Manoa

There is little doubt that public K12 education in the US is in crisis. In response, a new type of schooling has emerged - cyber charter schools. These hybrid schools offer quality education virtually while leveraging brick and mortar school practices. This study examined one such school and discovered four practices instrumental in supporting this type of schooling. This presentation will shed light on four practices unique to supporting this type of disruptive schooling.

Facilitator: Tatyana Pashnyak, Florida State University

109. Increasing Access through Collaboration: A Multi-Institutional Approach to Distance Program Development
8:00 am to 8:30 am
Lobby Level: Grand Ballroom E

Presenters: Barbara Locke, Virginia Tech; Ronald Lewis, Virginia Tech; Matt Ames, Virginia Tech; Gabriela Marquez Betz, Virginia Tech; Richard Mark Enns, Colorado State University; John Pollak, USDA

Distance-delivered programs offer a variety of opportunities to students, faculty, and the disciplines represented by such programs. In particular, the establishment of a shared curriculum taught by experts across multiple institutions demonstrates how distributed expertise can be leveraged in a time of decreasing resources. While collaborative online program development can increase student access to educational opportunities, the cross-institutional development process will engage special considerations from an instructional development perspective. This session will examine those considerations through experience gained in the design of such a collaborative online program, funded by the U.S. Department of Agriculture.

110. D&D Learning on the Move (2)
8:00 am to 9:00 am
Lobby Level: Grand Ballroom F

Presenter(s):


Geospatial information technologies hold promise for enhancing inquiry-based investigations and
resultant learning outcomes. Over the past two years, we designed and developed a Web-facilitated science inquiry module supported by a geographic information system. We just completed the three-and-a-half-month implementation in five eighth-grade classes. Our implementation had high fidelity in some ways and low in others. This session discusses what we found and the implications for designers and developers.

b. **Going Places: Leveraging Narrative for Mobile Learning Experiences.** Chris Blakesley, University of Wisconsin-Madison; Kevin Harris, University of Wisconsin-Madison; David Gagnon, University of Wisconsin-Madison; Kurt Squire, University of Wisconsin-Madison

Emerging cyberlearning tools, such as video games and mobile devices, share the common affordance of promoting experience. Innovative approaches are needed to take advantage of these mediated experiences increasingly available to educators and learners. One such approach is narrative, a phenomenon linked to experience, thought, and media. This session will highlight mobile learning experiments that have incorporated narrative to achieve learning goals. A theoretical framework for narrative design will also be vetted.

Facilitator: **Amy Adcock**, Old Dominion University

### 113. GSA Breakout Session #2a: Meet the AECT Graduate Student Assembly 2010-11 Leadership Candidates

8:00 am to 8:30 am
North Tower - 2nd Floor: Harbor Room
Discussant: **Jesse Strycker**, Indiana University
Facilitator: **Mike Montalto-Rook**, Penn State University

### 114. Advocacy Committee

8:00 am to 9:00 am
North Tower - 2nd Floor: Huntington Suite
Chair: **Elaine J. Roberts**, Pearson

### 115. Electronic Services Committee

8:00 am to 9:00 am
North Tower - 2nd Floor: Laguna Suite

### 116. International Division: Online Learning (2)

8:00 am to 9:00 am
South Tower - 2nd Floor: Madrid
Presenter(s):

a. **Influence of cyberbullying and victimization on e-learner behaviors.** Yavuz Akbulut, Anadolu University, Turkey; Bahadir Eristi, Anadolu University; Özcan Özgür Dursun, Anadolu University; Yusuf Levent Sahin, Anadolu University

This paper summarizes a partially completed research study investigating the constructs of cyberbullying and cyberbullying victimization among Turkish online social utility users; scale development endeavors to measure these constructs; background variables predicting these constructs; and interrelationships between communication styles, online communication behaviors and cyberbullying.

b. **Reading Sojourners' Photos Stories to Understand Intercultural Communicative Competence.** Szu-Yueh Chien, University of Georgia

A great many studies presented the impact of studying abroad on second language learners’ development of intercultural competence, but only a few studies explored the impact on second language teachers. Since using technologies and visual images to understand other people’s lives, experiences and cultures is a rising trend in ethnography field (Pink, 2004), the researcher adopted photo-elicitation interview to explore three Taiwanese English teachers’ intercultural competence development during their sojourn in America.

Facilitator: **Cheng-Chang Pan**, Univ. of Texas Brownsville

### 117. The Encyclopedia of the Learning Sciences

8:00 am to 9:00 am
North Tower - 2nd Floor: Salon I

Presenters: **Norbert M. Seel**, Florida State University; **J. Michael Spector**, University of Georgia

Spriger Academic will be publishing this new reference work. The lead editor is Prof. Seel (University of Freiburg). The work covers all aspects of learning, including non-human learning. Broad covering of learning is ensured by contributions from leading scientists in areas such as behavior, cognition, epistemology, and neuroscience. The volume is scheduled to appear in late 2011 and will include hundreds of entries, many from AECT members. This session will provide an update on the current status of the Encyclopedia.

Facilitator: **J. Michael Spector**, University of Georgia

### 118. RTD – An Instructional Theory for the Post-Industrial Age

8:00 am to 9:00 am
North Tower - 2nd Floor: Salon II

Presenters: **Charles M. Reigeluth**, Indiana University

The post-Industrial Age requires that instruction be intrinsically motivating and offer the ability to be customized and self-directed. Motivation is greatly enhanced by founding the instruction in authentic problems or projects. But there are several important weaknesses to problem-based
instructional theories, particularly those that are team-based. This interactive presentation offers a hybrid instructional theory that combines the best of problem-based instructional theories and more traditional instructional theories that have considerable research support.

Facilitator: David Moore, Ohio University

119. TwHistory: Tweeting the Cuban Missile Crisis
8:00 am to 9:00 am
North Tower - 2nd Floor: Salon III

Presenter(s): Tom Caswell, Utah State University; Marion Jensen, Utah State University; Rob Barton, Utah State University; Carla Federman, Mary Institute and Saint Louis Country Day School

This session will introduce attendees to TwHistory, a framework for creating and sharing historical reenactments with Twitter. We will demonstrate the process of researching and creating tweets for historical figures in an online Cuban Missile Crisis reenactment, shared via Twitter and TwHistory.org during the 2010 AECT conference and coinciding with the 48th anniversary of the Cuban Missile Crisis.

Facilitator: Feihong Wang, Virginia Tech

120. International Division: International Issues (2)
8:00 am to 9:00 am
North Tower - 2nd Floor: Salon IV

Presenter(s):

a. Cross-cultural Analysis of HPT Interventions. Ramaswamy Vadivelu, Qualcomm, Inc; James Klein, Arizona State University

The field of HPT has been advanced primarily through research practices developed in the western hemisphere. In today’s global economy, it is worth re-examining the applicability and relevance of HPT and its interventions across different cultures. Using surveys and interviews, we obtained empirical data from over 100 practitioners (in the US and South Asia) on the usage of 25 interventions. Descriptive analysis and multiple regressions were used to discern significant predictors of intervention usage.

b. Cultural influence in designing technology-enhanced treatments: The current need in international journals. Abbas Johari, Cameron University

The purpose of this presentation is twofold: (a) to respond to a vital need for submissions that are not too narrow for broad international readership by accommodating cultural issues in the design of technology-enhanced treatments and (b) to explain the criteria used for evaluating manuscripts submitted to the International Review (IR) section of Educational Technology Research and Development (ETR&D) so that submissions can carry an academic depth that IR requests. Those people who conduct research within international settings and/or for international groups, and are interested in publishing in the International Review section of ETR&D are the intended audience.

Facilitator: Yeonjeong Park, Virginia Tech

121. RTD Online Learning (2)
8:00 am to 9:00 am
North Tower - 2nd Floor: Salon V

Presenter(s):

a. The Effect of Instructor Interaction and Course Design Factors on Student Sense of Classroom Community in an Online Learning Environment. Jozenia Colorado, Emporia State University; Marcus Childress, Emporia State University; Janet Holland, Emporia State University

Rovai’s (2002) Classroom Community Scale (CCS) was used to measure online students’ perceived sense of classroom community in individual online courses. This data was compared to the course instructor level of interactivity and other course design factors such as the use of synchronous webinars and voice discussion threads. This presentation will report on the effect of instructor interaction and course design factors on student sense of classroom community in an online learning environment.

b. An Exploration of the Correlation Between Student Satisfaction and Anxiety in the Online Environment. Doris U. Bolliger, University of Wyoming; Colleen Halupa, A.T. Still University

Eighty four students in an online health education doctoral program taking the first course in the program over a course of four quarters were surveyed in regards to computer, Internet, and online course anxiety and overall course satisfaction. Results showed students were highly satisfied with the course and expressed low to moderate levels of anxiety. A significant negative correlation between anxiety and student satisfaction existed.

Facilitator: Darryl Draper, Pennsylvania State University
122. SICET Concurrent Session 3: Technology Integration (2)
8:00 am to 9:00 am
North Tower - 2nd Floor: Salon VI
Presenter(s):

a. **Technology Integration in Chinese Higher Education.** *Shuyan Wang, University of Southern Miss; Ying Chen, Beijing JiaoTong University*
Blog has been increasingly used in every field in the present society. It is becoming the mainstream medium in communication and virtual communities. In the education field, blog is not only used as a communication tool but also a collaboration tool and an assessment tool. This study is a follow-up of our previous study in hoping to compare and analyzing the influence of blog in China, especially its implications in Language classrooms in Chinese higher education in the past three years.

b. **Wikis versus Blogs as a Reflection Tool in College Teaching.** *Chun-Min (Arthur) Wang, National Hsinchu U. of Ed.*
The purpose of this study is to compare the learning experiences between using wikis and blogs for different levels of reflection. By using the online survey to collect data from 80 students, three hypotheses were tested in this study. The findings indicate that no matter what type of reflection is required; students prefer using blogs to wikis. Additionally, students prefer writing web-based reflection essays to writing traditional paper-based reflection essays.

Facilitator: *Tina Wu*, Central Connecticut State University

123. Training & Performance Membership Meeting
8:00 am to 9:00 am
South Tower - 2nd Floor: Seville
Chair: *Tristan Johnson*, Florida State University

124. TED Gender Differences and Technology (2)
8:00 am to 9:00 am
South Tower - 1st Floor: Terrace A/B
Presenter(s):

a. **Gender Differences in Information and Communication Technology Literacy.** *Tina Hohlfeld, University of South Florida; Albert Ritzhaupt, University of Florida; Ann Barron, University of South Florida*
Gender differences related to ICT literacy were examined with 8th grade students (N=1,335) from Florida public schools. Multilevel modeling statistical analysis revealed significant differences in favor of females for frequency of use, comfort, attitudes, and total ST2L assessment score; however, when the models were expanded to include additional variables no significant gender differences were detected. Results counter empirical research showing that males generally perform better and have better attitudes towards computers than females.

b. **Educational Technology and Technology Education: Two Fields, Very Different Representation of Women.** *Heather Tillberg-Webb, Johns Hopkins; Johannes Strobel, Purdue University; Rui(Celia) Pan, Purdue University*
The fields of educational technology and technology education have arisen out of differing socio-historical and cultural contexts, as well as different views of technology, which has impacted the gender parity of each domain differently. This research study will compare the characteristics of these two types of programs as they relate to gender parity. Recommendations will be made for attracting women across technology-oriented domains.

Facilitator: *Joanne E. Beriswill*, Mississippi State University

125. SMT – Identification with Characters in Learning Games: Does it Have a Positive Effect on Learning?
8:30 to 9:00 am
North Tower - 1st Floor: Garden 3
Presenter(s): *Claudia Seelhammer, Doctoral student*
The use of games for learning is discussed in almost all kinds of educational institution. However, empirical evidence for positive effects on learning with these games is still rare. The study described here concentrates mainly on the aspect of identification with a character and its influence on learning. Firstly, the theoretical basis will be discussed; and secondly, empirical findings from a qualitative study in 2009 are looked at and a quantitative study with a learning adventure is addressed.

Facilitator: *Lesley S. Farmer*, CSU, Long Beach

126. Bringing IT Home: The Importance of Context to Enhance Girls’ Awareness of Information Technology Careers
8:30 to 9:00 am
Lobby Level: Grand Ballroom E
Presenters: *Barbara Lockee, Virginia Tech; Peggy Meszaros, Virginia Tech*
The downward trend in women’s selection of jobs in the information technology arena is a national challenge, and even greater in distressed areas such as the Appalachian region of the U.S. This session will
describe a National Science Foundation project entitled “Appalachian Information Technology Extension Services”, an effort geared toward addressing this issue in the rural areas of five southeastern states. Specifically, this project employs strategies emphasizing local context to enhance awareness of the prevalence of IT jobs within the region, as well as the necessary skill sets and educational preparation for a range of career opportunities in IT.

127. GSA Breakout Session #2b: Emerging Leaders of AECT Panel: Discussion of Realities of Graduate Programs
8:30 to 9:00 am
North Tower - 2nd Floor: Harbor Room
Discussants: Shawn Vashaw, Penn State University; Hyun Song Kim, University of Georgia; Jesse Strycker, Indiana University
Facilitator: Mike Montalto-Rook, Penn State University

128. KSET Theory into Practice
8:30 to 9:00 am
South Tower - 1st Floor: Terrace C/D
Presenter(s):
A Case Study on the implementation of Teaching and Learning Models which Aim at Training Creative Engineers: focused on the SICAT. Sangho Kwon, KSET (Professor of Hanyang University); Hyunsook Oh, KSET (Hanyang University); Sungmi Kim, KSET (Hanyang University)
The purpose of this paper is to apply the newly developed SICAT teaching/learning model to the actual scene of teaching and learning and draw a point of discussion for utilizing teaching/learning model, by uncovering the satisfaction of learners and the inhibiting/facilitating elements when using the model.
Facilitator: Gregory Francom, University of Georgia

129. Present@Distance Session #2
9:15 to 10:15 am
North Tower - 1st Floor: Barcelona
Presenter(s):
What Do We Make of Design? Design as A Concept in Educational Technology. Andrew Gibbons, Brigham Young University; Elizabeth Boling, Indiana University; J. Michael Spector, University of Georgia; Gordon Rowland, Ithaca College
A one-hour session consisting of two presentations and two discussants. The title of the proposed session is taken from a critical review of the most authoritative literature on instructional design by Smith and Boling (2009). The session will provide a discussion of the Smith and Boling review and a response to it by Gibbons (in press) which proposes a set of criteria that may be used to evaluate existing and future descriptions of design.
Facilitator: Mapopa Sanga, Virginia Tech

130. TED – Improving Teacher Questioning Strategies Through Collaborative Video Self-Analysis
9:15 to 9:45 am
North Tower - 1st Floor: Garden 1
Presenter(s): Peter Rich, Brigham Young University; Jared Garrett, Brigham Young University
While institutions of higher education seek to improve teaching and learning, most instructors have little to no pedagogical training. Using Bloom’s taxonomy, this study seeks to train novice statistics instructors to use Bloom’s taxonomy, by analyzing their teaching using a video annotation tool, which enables teachers to notice contradictions between perceived and actual teaching. Initial results indicate an overuse of lower order questioning strategies among novice teachers may be overcome through collaborative and individual video analysis.
Facilitator: Douglas Hudson Tedford, Ed.D., member

131. Collaboration: The role of school librarian and teachers in student learning
9:15 to 10:15 am
North Tower - 1st Floor: Garden 2
Presenter(s): Gladys A Arome, Valdosta State University
Educators have always explored different teaching strategies to use for the ultimate goal of students’ achievement. One of the resources underutilized has been the expertise of the school librarian. This paper looks at enablers and inhibitors impacting effective collaboration between School librarian and teachers, and provides suggestions for effective collaboration toward the ultimate goal of student learning outcome.

132. “Can you hear me now?” Cultural Intelligence Explored in New Ways in a Connecting World
9:15 to 10:15 am
North Tower - 1st Floor: Garden 3
Presenter(s): Bobbe Allen, Utah State University; Joanne Bentley, Utah State University
Across the world today teaching is no longer bounded by a room of homogeneous learners. Classrooms are increasingly filled with culturally diverse students, either in a physical or an online presence. Ground breaking research takes a fresh new look at the old question of whether or not there needs to be an adjustment on the part of the teacher or in the teaching materials to accommodate for national cultural differences.
Facilitator: Matt Ames, Virginia Tech
Thursday, October 28

133. RTD Innovative Research Methods (3)
9:15 to 10:15 am
North Tower - 1st Floor: Garden 4
Presenter(s):

a. Research Trends in Distance Education. 
   Randall Davies, Brigham Young University
   This presentation summarizes and compares trends in Distant Education research based on specific topics addressed and methods used from 1998 to 2007. Graduate student’s dissertations submitted to the ProQuest online database were used in this analysis. All submitted studies that met the search criteria of “distance education” in 1998, 2002, and 2007 were coded and compared.

   Jennifer B. Myers, Florida State University; Vanessa Dennen, Florida State University
   This presentation explores two topics: (1) The phenomenon of blogging as means of engaging in self-regulated learning (SRL) in an informal professional development context, and (2) The development of a grounded content-based coding system. Specifically, we discuss the development of a coding system through a grounded theory process and then triangulated with Zimmerman’s model of self-regulated learning, and its use and refinement in within a study of a diaristic blog-based community.

c. Data Mining Education Across Disciplines. 
   Lesley S. Farmer, CSU, Long Beach; Alan Safer, CSULB
   U. S. university courses in data mining are taught primarily in departments of business, computer science/engineering, statistics, and library/information science. Faculty in each department teach data mining with a unique emphasis, although there is considerable overlap. Specifically, these departments use different software technology as well as different textbooks and terminology. Furthermore, they differ in course offerings and the rate of relevant publications. All these differences are explored in detail.

Facilitator: Yin Wah Kreher, Syracuse University

134. DDL Tech Tools (a) (2)
9:15 to 10:15 am
South Tower - 2nd Floor: Granada
Presenter(s):

   Janet Holland, Emporia State University
   VoiceThread is an audio-based technology solution for sharing images, text, video, drawing, and personal voice messages. With VoiceThread, instructors and students have access to an innovative active learning platform taking advantage of both visual and auditory narratives. VoiceThread offers students a dynamic and engaging way to research, reflect, deliver content, and interact with the instructor and classmates. Imagine the possibilities of integrating student voice-based learning. Through a web of social networks, learners build a community, locally, regionally, nationally, even globally. In this presentation, you will learn more about VoiceThreads and see how it can be used for active online group conversations for teaching and learning.

    b. The University of Toledo VLab: Another Piece of the Distance Education Puzzle. 
       Berhan Tecliehaimanot, University of Toledo; Joshua M Spencer, University of Toledo
       In today’s increasingly technological world, students are requiring more and more specialized computer software to complete their studies and to obtain real world, hands-on experience. While this is a challenge for on-campus, traditional computer labs, it is even more difficult for distance education. The University of Toledo has built VLab, a collection of highly customized virtual machines available to students around the clock, from anywhere in the world.

Facilitator: Bellarmine Ezumah, Howard University

135. Through the Glass Dimly: Future Directions in Online Learning
9:15 to 10:15 am
Lobby Level: Grand Ballroom A
Presenter(s): Steve Harmon, Georgia State University; Marshall Jones, WInthrop University

   New and emerging technologies, social structures, and understandings of human cognition have the potential to reshape online learning. But then, this has always been the case. This session examines the history of technology for learning as a catalyst for discussing near, mid and long term learning technologies and issues associated with them. Focusing on human learning instead of specific tools will help educators take full advantage of technologies for online learning in the future.

Facilitator: Barbara Lockee, Virginia Tech
136. Roundtable Session 22B
9:15 to 10:15 am
Lobby Level: Grand Ballroom B
Presenter(s):

22B-a: Blogging in Higher Education: Issues, Challenges, and Design Considerations (D&D).
Yu-Hui Ching, Boise State University; Yu-Chang Hsu, Boise State University

Through systematic examination of more than 20 empirical research studies on educational blogging in higher education, we synthesized a range of learning goals that can be achieved through educational blogging and identified challenges and issues in designing and implementing blogging activities. In this presentation, we will present findings of this study and provide design recommendations for effective educational blogging activities.

22B-b: Comic Relief: Teachers Use a Web 2.0 Tool to Create and Share Comics about Technology’s Influence on Change (SC). Beth Rajan Sockman, East Stroudsburg University

Participants of graduate students and teachers used comics to reflect and share their stories of interaction with technology. Their 100+ comics were analyzed as stories. Interpretation of their stories showed that educators were aware of the complexity of technology’s influence on society. Their comics addressed the stresses, values, and emotions showing varied perspectives and dual controversies. Using comic creation to reflect provided a humorous and insightful springboard for further conversations about change.

22B-c: Communities not Practicing: A Perspective on Teachers’ Low Engagement in Professional Online Collaboration (SMT). Jonathan McKeown, The University of Tampa; Sarah K Howard, University of Wollongong

As part of a federally funded Department of Education research grant, eight rural K-8 schools participated in a study designed to integrate technology to improve teaching methods and increase student performance. One area of research in the project focused on creating professional communities through online collaboration among teachers. This presentation will report the results of the effort and discuss the barriers to creating sustainable professional collaboration online.

Julie Reinhart, Norma Grassini-Komara, Saint Xavier University in Chicago

The purpose of this study is to describe the impact of a technology diffusion initiative at a private university in a large urban area. The university is a teaching university, thus there is a strong focus on personal interactions with members of the community. The researchers have begun implementing technology diffusion practices that build off the social nature of the community in order to diffuse technology into the environment. Data related to the initiative will be reported.

22B-e: Pre-Service Teachers, Media Skills, and Gen-Y Technology Characteristics (SC). Edwin Vega, SUNY Plattsburgh; Heidi L. Schnackenberg, SUNY Plattsburgh; Jessica Ribner, SUNY Plattsburgh

This study investigates the self-reported technology skills of pre-service teachers in relation to the Millennial generation’s characteristics. Participants responded to a survey regarding their technology skills and responses were categorized within generational characteristics. A new set of technology characteristics for Generation Y were outlined, which include necessary ownership of computers; widespread facility with electronic communication; and ability with complex multimedia applications. Ways of teaching and communicating with this tech-savvy generation are discussed.

22B-f: The Effects of Incorporating a Social Networking Site into Project-Based Instruction on Student Participation and Collaboration (D&D).
Luh Putu Mahadewi, Western Illinois University; Diane Hamilton-Hancock, Western Illinois University; Leaunda Hemphill, Western Illinois University

This study examined the effectiveness of incorporating a social networking site into project-based instruction on student participation and collaboration. This study involved an instructor and graduate students from health sciences. The data were gathered from student pre- and post-surveys, and an instructor interview. Findings of this study will be presented at the session, as well the recommendations.

22B-g: Using Twitter To Encourage Engagement and Retention Beyond the Classroom (D&D). John Hill, Colorado State University; Laura Payette, Colorado State University

Adult learners who attend face-to-face classes just once or twice a week often have minimal exposure to course content throughout the rest of the week, reducing the chance that new knowledge will stick, particularly when they have family and work
commitments to juggle. Learn how using Twitter can help keep them engaged and interacting with content between classes. This roundtable is geared toward instructors who want to incorporate mobile technology into their course(s).

22B-h: You Say You Want a Revolution? Online Instruction for Social Impact (SC). Debra Jenkins, University of North Dakota

Instructional designers and students can achieve revolutionary social impact when volunteering to develop instructional projects for nonprofit websites. Effective instructional websites are leveling influences for nonprofit associations trying to gain a prominent voice among many online speakers. This session discusses opportunities for instructional designers and students to contribute usable instruction with potential to affect the global social atmosphere and citizen engagement. Examples of novel instructional simulations, games and tutorials are also presented as models.

137. Roundtable Session 22C
9:15 to 10:15 am
Lobby Level: Grand Ballroom C

Presenter(s):

22C-a: If you Tweet, will they come? (RTD). Charles Hodges, Georgia Southern University

The purpose of this roundtable session is to discuss a technology intervention implemented during the fall of 2008 to increase student participation and awareness of various course-related activities in a central computer lab. The intervention consisted of publishing information in a just-in-time fashion using the online social networking service Twitter and promoting the availability of this information to students. The results of an evaluation of the intervention will be used to begin the discussion.

22C-b: Instructional Technology: A Multidisciplinary Field of Study (RTD). Kuan-Chung Chen, Chung Yuan Christian University, Taiwan; Xiaopeng Ni, Michigan State University; Yi Yang, Franklin University

Multidisciplinary nature, as one of the fundamental tenets of Instructional Technology (IT), has yet to raise much attention to IT practitioners. This article discusses IT’s multidisciplinary properties from three standpoints: origin, practice, and application. The authors also reviewed the theoretical bases for IT’s multidisciplinary properties, and made practical suggestions for IT practitioners: 1) cultivating systems thinking and mutual understanding among the actors in different disciplines, and 2) promoting multidisciplinary collaboration among researchers and developers in all aspects of the field.

22C-e: The Development of an Instrument Measuring Student Satisfaction in Large Online Undergraduate Courses (DDL). Doris U. Bolliger, University of Wyoming; Oksana Wasilik, University of Wyoming

Student satisfaction is an important issue and needs to be considered in the evaluation of course effectiveness. The purpose of the study is to develop and validate an instrument that measures student satisfaction in large online undergraduate courses that are part of a general education core and in which interaction is not central. Researchers developed an instrument that addresses the following elements: (a) instructor behavior, (b) student characteristics, (c) course design, and (d) outcomes.

22C-f: The Effect of Educational Computer Games on High School Students’ Performance Level Related to Internet Knowledge (RTD). Hakan Tuzun, Hacettepe University; Sedef Sert, Turkish Ministry of National Education

This study was conducted to find out the effect of an educational computer game on the achievement level of students in the unit of Internet in a high school level “Information and Communication Technologies” course. The study was carried out with 10 classes and 266 participants at 10th grade level (2nd year High School students). An experimental research design utilizing pre-tests and post-tests with a control group was followed.

22C-g: A Model for Professional Development of Distance Educators: Assessment, Prescription and Incremental Autonomy (DDL). Abbie Brown, East Carolina University; Tim Green, California State University, Fullerton

In recent history, DE has been something educators and students self-selected - it was the province of innovators and those wanting to experiment. Now it has turned a corner: DE is mandated in many situations. As the number of educators moving into DE increases, it becomes increasingly important to conceptualize a comprehensive approach to providing professional development that is beneficial for new and experienced distance educators. This presentation focuses on such an approach.
Due to the increasing number of the distance courses, there is a strong need to understand how students interact and construct their knowledge in an online learning environment. Therefore, the main purpose of this presentation is to investigate the impact of question prompts designed to guide students’ focus on context-related issues as they solve problems in a web-based environment and further examine the learner involvement and interaction in the process of collaborative knowledge construction.

9:15 to 10:15 am
Lobby Level: Grand Ballroom D
Presenter(s): Brad Hokanson, University of Minnesota; Gregory Clinton, University of Georgia

The education of instructional designers can benefit from other models of design education such as design studios, design critique, and an understanding of design thinking. Experiences and observations of design studios and an understanding of design critique will be presented, followed by an invitation for the audience to share their own experiences and interests in teaching and learning design.

Facilitator: Barry R. Hill, Lebanon Valley College

139. Who is Researching What? A Comparison of Recent Conference Themes Across Organizations Populated by IDT & Learning Sciences Professionals
9:15 to 10:15 am
Lobby Level: Grand Ballroom E
Presenter: Miriam B. Larson, Virginia Tech & University of Tennessee Knoxville

This session will highlight the themes addressed by presenters at the recent conferences of organizations typically joined by professionals in instructional design and technology and the learning sciences. Trends will be highlighted and attendees will be invited to comment on what they view as the vital research themes for the field that are being addressed and those that are being neglected.

140. D&D Problem-Based Learning
9:15 to 10:15 am
Lobby Level: Grand Ballroom F
Presenter(s):

a. An integrated model of problem-centered and problem-based learning, Angela van Barneveld, Purdue University; Johannes Strobel, Purdue University

The instructional design field is rich in the use of problems to enable and reinforce learning. However, the use of “problems” for learning is not a homogeneous strategy, nor does it necessarily lead to homogenous outcomes. Through a review of the literature, we have examined the similarities and differences between Merrill’s cognitive-behaviorist First Principle of problem-centered design and the constructivist-oriented problem-based learning. We propose an integrated design model to demonstrate the association/link/symbiosis between the two approaches.

b. Using PBL as a Framework for Implementing Educational Video Games in the K-12 Classroom. William Watson, Purdue University; Jun Fang, Purdue University; Jing Li, Purdue University; Nikki Kim, Purdue University; Christopher Mong, Purdue University; Belen Garcia, Purdue University

This presentation will discuss a framework for supporting the implementation of video games for educational purposes. Utilizing guidelines for the implementation of problem-based learning (PBL) approaches, the researchers developed the framework and used it in a workshop for training middle and high school teachers on how to utilize video games. This presentation should be of significant use to those interested in designing or implementing video games for educational purposes.

Facilitator: Deniz Eseryel, University of Oklahoma

141. Featured Research on Multimedia Learning
9:15 to 10:15 am
Lobby Level: Grand Ballroom G
Presenter(s):

Reverse Modality Effects on Spatial Knowledge Instruction: When Reading is Better than Listening. Jongpil Cheon, Steven Crooks, Fethi Inan, Raymond Flores, Fatih ARI, Texas Tech University

This study investigated the reversed modality principle in spatial learning content with two different modality conditions. Participants were randomly assigned to two groups (visual text and spoken text). The findings revealed no significant differences in terms of mental effort for the
instruction and assessments, the usability level, and perceived usefulness. However, the significant effects on three assessments showed that the visual text group performed better than the spoken text group. The results support a reverse modality effect. This study provides theoretical support for establishing boundaries for the modality principle as well as practical implication for instructional designers.

Discussant: Brian Nelson, Arizona State University
Facilitator: Benjamin Eric Erlandson, California State University, Monterey Bay

142. AECT/GSA Faculty/Student Mentoring
9:15 to 11:30 am
North Tower - 2nd Floor: Harbor Room
The AECT Faculty/Student Mentor Program is jointly coordinated by the Leadership Development Committee and the Graduate Student Assembly. It is an opportunity for graduate students to be matched with a faculty mentor for a two hour period, to share knowledge, experiences, resources, and expertise to benefit the graduate students. During the first part of the session, which is open to all interested, the panel of mentors speak to graduate students about broad issues and give general advice. During the second half of the session, only graduate students who have applied and been selected, participants will break into roundtable sessions led by the mentors. Interested? Have questions? Contact Cindy York at cindy.york@gmail.com Apply to participate in 2011 at: http://www.aect.org/events/mentor/
We would like to thank this year’s mentors who have graciously volunteered their time and expertise:
Mentors:
Kay Persichitte, University of Wyoming
Ross Perkins, Boise State University
David Moore, Ohio University
Anthony Pina, Sullivan University System
Leslie Blatt, New Jersey Association for School Librarians
Facilitator: Rick West, Brigham Young University

143. Definition & Terminology Committee Meeting #1
9:15 to 10:15 am
North Tower - 2nd Floor: Huntington Suite
Chair: Rita C. Richey, Wayne State University

144. MPD – Effective Virtual Interactions (2)
9:15 to 10:15 am
South Tower - 2nd Floor: Madrid
Presenter(s):

a. Animated Pedagogical Agents from Students’ Perspectives. Ismahan Arslan-Ari, Texas Tech University
The goal of this study was to investigate the 5th grade students’ attitudes toward animated pedagogical agents (APA) in language learning environment. 187 5th grade students from two different regions of Turkey participated in the study. Data were collected through a four-point Likert type attitude scale developed by the researcher. The results indicated that the participants interpreted the APA as a helpful partner having human-like behaviors. Furthermore, APA supported and facilitated their learning.

This study investigates concerns of novice instructional designers while developing a virtual learning platform. As a 3D multi-user virtual environment, Active Worlds (AW) was used to design and develop a virtual world based instructional material. Twenty-three novice instructional designers participated in the study. Data was collected by observations, interviews, document analysis and a questionnaire. Results showed that novice instructional designers especially challenged with motivation and assessment parts of instruction. Also, technical limitations affected their design.
Facilitator: E-Ling Hsiao, Indiana State University

145. The Jenny Johnson Socratic Seminar
9:15 to 10:15 am
North Tower - 2nd Floor: Salon I
Three leading scholars in our field are paired with and interviewed by graduate student members who introduce the scholars and their work at this session. The scholars then present their philosophies of education and the role of educational technology. Graduate student discussants will follow with an analysis of the scholars’ philosophies. Audience members are encouraged to ask questions and contribute to the session.
Presenters: Sharon Smaldino, Northern Illinois University; T. Weston Miller, Earlham College; Lawrence Lipsitz, Educational Technology Magazine
Discussants: Rolando Marquez, University of Central Florida; Shawn Vashaw, Penn State University
Facilitator: Mike Montalto-Rook, Penn State University
146. DDL Issues in Cyberlearning (k)  
9:15 to 10:15 am  
North Tower - 2nd Floor: Salon II  
Presenter(s):  
Applying McLuhan’s Laws of Media to Examine Personal Learning Environments. **Chih-Hsiung Tu**, **Michael Blocher**, Northern Arizona University; **Cherng-Jyh Yen**, Old Dominion University  
PLE is a collection of media tools & services, brought together under the conceptual notion of openness, interoperability, and learner control. Ideal PLEs would empower learners to set their learning goals, to manage their learning content and process, and to communicate and collaborate with others. The purposes of this study are to understand: What are the natures of PLEs as it relates to managing different learning technology tools to support individualized and collaborative learning? It concludes that PLEs support learning from: allows more control to manage and to collaborate learning; learning activities offer a greater variety; access learning situated within the context of productions and everyday use; and feel secure and private because of better individualized control over learning.  
Facilitator: **Shahron Williams van Rooij**, George Mason U.  

147. TED Second Life in Teacher Education (1)  
9:15 to 10:15 am  
North Tower - 2nd Floor: Salon III  
Presenter(s):  
This roundtable discussion will explore how Second Life (SL), a three-dimensional virtual world, may provide a number of benefits to preservice teachers if included in a teacher education program as a teaching tool. Second Life is one example of a rapidly growing number of digital media that have become quite pervasive and influential in the lives of today’s young people. Recent research studies involving preservice teachers and SL will be highlighted.  
Facilitator: **Karen Kaminski**, Colorado State University  

148. International Division: Online Learning (2) - 2  
9:15 to 10:15 am  
North Tower - 2nd Floor: Salon IV  
Presenter(s):  
a. Implementation of the LMS Moodle in German schools: Evaluation of teachers and students. **Dirk Ifenthaler**, University of Mannheim  
In 2004, the school board of Baden-Wuerttemberg implemented the first learning management systems for a statewide teacher education. As more and more schools implement their own LMS, our empirical study will help to identify and close gaps between technological possibilities of LMS’s and personal, organizational, and instructional problems. Our study evaluates high school students (N=371) and teachers (N=36) with regard to their usage of the LMS Moodle. Our findings show that although LMS have a great technological and instructional potential, most of the available features are not used by teachers. Being aware of this instructional regression, we demand a taxonomy of common LMS modules.  
b. Intercultural communication and effective instructional strategies: Perceptions of international graduate students. **Yeonjeong Park**, Virginia Tech.  
This presentation shares the learner analysis results from the specific population. Major investigation points are international graduate students’ perceptions about intercultural communication and effective instructional strategies. Findings from the quantitative research can be useful for instructional designers and instructors who are working closely with international students to understand better about the unique characteristics. The focus is on the variances from the diverse international graduate students in cultural origins, native languages, previous experiences, and academic disciplines.  
Facilitator: **Szu-Yueh Chien**, University of Georgia  

149. SICET Concurrent Session 4: Online Learning (3)  
9:15 to 10:15 am  
North Tower - 2nd Floor: Salon VI  
Presenter(s):  
a. Informal Adult Online Learning: More Than Technical Savvy. **Meng-Fen (Grace) Lin**, University of Hawaii  
This paper provides initial data analysis of an informal adult online community. Group profile indicated a diverse group comprised of people of varying age, English proficiency, occupations, online experience, and pointed to a less Internet-engaged population. While participants seemed tentative to online discussions, high affection was not developed, and a strong sense of community was not found. Inadequate administrative support and teacher presence might have also influenced the learning experience.  
b. The Diffusion of Horizon Wimba into Online Courses. **Jennifer Lynn Styron**, The University of Southern Mississippi; **Ronald A.**
Styron, The University of Southern Mississippi; Rongfei (Terence) Geng, The University of Southern Mississippi; Taralynn Hartsell, The University of Southern Mississippi

The results of a 2010 qualitative study conducted at a research-intensive university in the southeast region of the United States will be presented. The presentation will explore the adoption of Horizon Wimba into online courses based off of Everett M. Rogers’ Diffusion of Innovation. Faculty and students with various experiences using Horizon Wimba will be interviewed to determine the rate of adoption and the elements of diffusion in place for the integration of Horizon Wimba.

c. A Comparative Study of Virtual University in Developed and Developing Countries. Xiaojun Chen, Purdue University

Many universities, government and organizations start to set up virtual universities based on Internet. The purpose of this study is to understand the phenomenon of virtual university in developed and developing countries. The author first reviewed the literature on virtual university and identified six characteristics of virtual university development. Six virtual universities cases were then analyzed and compared based on the identified characteristics. Implications of these findings are discussed and shared in this paper.

Facilitator: Shuyan Wang, University of Southern Miss

150. SMT – Digital Booktalk: Using Book Trailers to Bridge the Gap Between Intrinsic and Extrinsic Motivation to Read
9:15 to 10:15 am
North Tower - 2nd Floor: Salon VII
Presenter(s): Robert Kenny, Florida Gulf Coast University; Glenda Gunter, University of Central Florida

In this session, the researchers will share the results of their research that analyzes the effects of a successful online video-based reading intervention that creates opportunities and strategies to reach reluctant and struggling readers. The presenters will share concepts and resources of a portal, which contains curriculum, activities, and student video book trailers. They will also highlight lessons learned, work and testimonials from K-12 students who share their experiences in creating their own trailers.

Facilitator: Carol A. Brown, East Carolina University

151. T&P Considerations in Course & Program Design (2)
9:15 to 10:15 am
South Tower - 2nd Floor: Seville
Presenter(s):

a. Assessing Student Needs Related to Online and Oncampus Course Scheduling (T&P). Gayle V. Davidson-Shivers, University of South Alabama; Alexis E. W. Mayfield, University of South Alabama; Sylvia E. Rogers, University of South Alabama; W. Darlene Gray, University of South Alabama

This needs assessment focused on course availability, scheduling and delivery within an instructional design program. Data collection, a two-part process, used extant data, questionnaires, faculty interviews, and student focus groups. Findings indicate student respondents expected to complete their degrees in a timely manner and were satisfied with courses for the most part. However, others expressed concerns about certain course availability and delivery (i.e., online and oncampus). We will discuss our findings and methodology in detail at the presentation.

b. A Systematic Process of Analyzing Military Training and Formulating Blended Learning Course Nominations. Atsusi Hirumi, University of Central Florida; Leanne Rutherford, US Army Intelligence Center of Excellence; George Bradford, University of Central Florida

This session presents a systemic process developed for the United States Army Intelligence Center for Excellence to formulate blended learning course nominations, including recommendations for (a) which aspects of a course to deliver online versus face-to-face (f2f), (b) what instructional strategies to use to facilitate and integrate online and f2f components of a course, and (c) what specific media and tools to use to facilitate online and f2f components based on the selected strategies.

Facilitator: Camille Dickson-Deane, University of Missouri

152. TED Technology Integration in Differentiated Learning Situations (2)
9:15 to 10:15 am
South Tower - 1st Floor: Terrace A/B
Presenter(s):

a. Preparing Teachers to Use Technology to Support Students with Special Needs. Susie Gronseth, Indiana University

The purpose of this study is to explore how US teacher preparation programs are addressing the topic of assistive technologies. Emerging themes include the presence of assistive technology training within educational technology experiences,
a perceived importance by educational technology faculty to prepare future teachers in this area, and challenges as well as ways educational technology faculty are overcoming these challenges in providing instruction on assistive technologies.

b. Assessing ESL Teacher Attitudes to Integrating Technology in Teaching. Troy Leigh Cox, Brigham Young University

This presentation will look at a self-efficacy survey that was developed to measure teacher confidence in using and integrating technology in their teaching. It was administered to sixty-five graduate students and faculty that taught English as a Second Language (ESL) in Intensive English Program. The results will be presented with recommendations on what institutions can do to improve technology training in their graduate programs.

Facilitator: Hasan Cakir, Gazi University

153. KSET Theory into Practice: Online Learning
9:15 to 9:45 am
South Tower - 1st Floor: Terrace C/D

Presenter(s):
Cyber learning in 3D Virtual Environments for Integrated Language Learning. Sahoon Kim, University of Wisconsin; Michael Thomas, Dept. of Curriculum & Instruction

This study examines integrated language learning when an educational 3D multi-user virtual environment (MUVE) is used as the mediator. The purpose of this design experiment is to study how the MUVE is useful to the English language classroom and to explore what happens when the MUVE is used as a tool for English learning. Through concepts from ecological psychology, this study suggests challenges and opportunities of implementing the MUVE for integrated language learning.

Facilitator: Bruce Gabbitas, University of Georgia

154. Innovation in Guidance and Counseling Management through Networking Model
9:45 to 10:15 am
North Tower - 1st Floor: Garden 1

Presenter(s): Sri Milfayetti, The State University of Medan North Sumatera Indonesia

The model was developed based on students competence and it strictly required collaboration among teachers, counselor, and parents in helping students solve their problems. The results indicated that the networking model can improve the quality of the management of guidance and counseling in the way that the services provided were based on data and it encouraged collaboration among different expertise in helping students solve their problems.

Facilitator: Douglas Hudson Tedford, Ed.D., member

155. Present@Distance Session #3
10:30 to 11:30 am
South Tower - 2nd Floor: Barcelona

Presenter(s):
Fostering Virtual Teams in a Learning Organization. Haihong Hu, University of North Florida

Numerous organizations realize that continuous improvement in employee job skills and a business’ capacity to expand its learning is essential in today’s global competition. An ideal of learning organization was created to meet these needs of the corporate world. Team learning connects individual and organizational learning in such an institute. This literary review aims to identify barriers to team learning, possible means to overcome them and successfully foster virtual teams in a learning organization.

Facilitator: Mapopa Sanga, Virginia Tech

156. Publications Committee
10:30 to 11:30 am
South Tower - 2nd Floor: Commodore Boardroom

Chair: Rhonda S. Robinson, Northern Illinois University

157. DDL Online Teaching (g)
10:30 to 11:30 am
North Tower - 1st Floor: Garden 1

Presenter(s):
Preferred Teaching Styles in Cyber Learning Platforms: Learners’ Views, Dr. Mansureh Kebritchi, Walden University.

Cyber learning changes all components of learning including teaching styles. However, few studies have gathered data on cyber teaching styles and little has been done to relate learners’ expectations to existing literature on online teaching styles. This presentation presents the results of a study conducted with 20 online learners on their preferred online teaching styles and compares findings to literature to provide practical guidelines for educators to redesign online teaching styles.

Implementing an Online MS degree program in Instructional Technology: promises and pitfalls. Michael L. Waugh, The Univ. of Tennessee at Knoxville; Matthew S. DeMaria, Univ. of Tennessee; Douglas A. Trovinger, University of Tennessee

This presentation will share the authors’ experiences in developing and implementing an Online Master of Science degree program in
158. ECT Foundation Qualitative Inquiry Award Presentation: Social Capital Influences Upon Internet Usage of Rural Guatemalan English Teachers
10:30 to 11:30 am
North Tower - 1st Floor: Garden 2
Presenter(s): Douglas Hudson Tedford, Ed.D., member
This study showed how three types of influences—bonding, bridging and linking social capital—made the difference in decisions of teachers to quit or persist in online learning within a remote, third world setting. 34 Mayan teachers were offered free enrollment in an English course designed by the researcher, with Internet service and computers provided by the Fundación Rigoberta Menchú Tum of Guatemala; Of the teachers, 19 initiated the course, and only 5 completed it.
Facilitator: Andrew R. J. Yeaman

159. SMT – Formative Evaluation of Web-based Internet Search Scaffolding Tool
10:30 to 11:30 am
North Tower - 1st Floor: Garden 3
Presenter(s): Emine Sendurur, res. asst.; Zahide Yildirim, assoc. prof.
In this study, first, it is aimed to find out common Internet search habits of target users. Then development and user-centered iterative evaluation processes of WISST, target users’ recommendations for improving WISST, and their perceived usability problems of the tool were presented.
Facilitator: Bellarmine Ezumah, Howard University

160. D&D Non-traditional Learning Environments (2)
10:30 to 11:30 am
North Tower - 1st Floor: Garden 4
Presenter(s):

a. Assessing Service Learning. Michelle Wilson, Utah State University; Bryan Tanner, Utah State University; Rafael Gutierrez, Utah State University; Michelle Baron, The Evaluation Baron, LLC
This presentation will discuss the results and implications of a mixed-method research project that examined the attitudes and practices of service learning at the university level. The research determined how to make service learning more feasible and attractive to faculty members, leading to wider campus implementation. In addition, it assessed the overall impacts of service learning on students, the community, the faculty, and the institution.

b. Designing Effective Online Instruction for Senior Adults. Malia Mallchok, University of Hawaii; Peter Leong, University of Hawaii-Manoa
Many have found the Internet to be valuable for communication and learning, but one important group is being left behind. Many senior adults have limited exposure to the Internet, or suffer from personal health-related conditions that decrease their ability to take advantage of opportunities the Internet offers. This paper presents design considerations for creating senior-friendly technology-mediated instruction that focuses on enhancing senior learning of new technologies and strategies for conducting formative evaluation with senior audiences.
Facilitator: Elizabeth Boling, Indiana University

161. DDL Tech Tools (b) (2)
10:30 to 11:30 am
South Tower - 2nd Floor: Granada
Presenter(s):

a. Distance Learning in the F2F Classroom: Using Technology to Improve Student Retention. Ellen Hoffman, Kimberly Nakano, Michael Herrick, Julie Bradley, University of Hawaii
With U.S. doctoral programs having attrition rates averaging 50% according to some studies, increasing attention is being given to improving retention. This case study analysis examines how one educational technology doctoral program has used design, technology, and formative evaluation towards a goal of full retention for all students admitted. Narrative data from three students facing circumstantial events that would normally have required them to leave the program illustrate the program’s success to date.

b. Virtual Technologies to Develop Cultural Competencies Across Continents and Cultures. Holt Zaugg, Brigham Young University; Isaku Tateishi, Brigham Young University; Randall Davies, Brigham Young University
In this session the presenters will discuss four virtual technologies used to facilitate the development of global and cultural competencies for mechanical engineering students. Presenters will also discuss issues pertinent to cross-cultural virtual teaming, and generalizable principles that may be relevant to synchronous instruction, assignments and projects in several disciplines.
This presentation addresses the sub-themes of Distributed Learning Systems: Globalizing Education, The Continuing Evolution of Distance Education, and The Continuing Evolution of Distance Education.

Facilitator: Beth Rubin, DePaul University

162. Recent Neuroscience and Cognitive Research Findings on Cyber Learning
10:30 to 11:30 am
Lobby Level: Grand Ballroom A
Presenter(s): Richard Clark, University of Southern California

This session will focus on the parallels between recent findings in neuroscience and cognitive learning research relevant to cyber learning programs including: 1) How and why our minds are structured to make some types of cyber learning difficult and what we can do about it; 2) Exciting neuroscience findings that may significantly advance cyber learning in the future; and 3) New and counter-intuitive information about cyber learning motivation.

Facilitator: Barbara Lockee, Virginia Tech

163. Roundtable Session 23B
10:30 to 11:30 am
Lobby Level: Grand Ballroom B
Presenter(s):

23B-c: Hearing Impairment Should Not Be a Learning Disability: Using Technology to Aid in Language Acquisition for Deaf Students (RTD). Robert Hancock, Becky Sue Parton, Southeastern Louisiana University

This paper presents a theoretical framework for the use of the Language Acquisition Manipulatives Blending Educational Research and Technology (LAMBERT) system in facilitating language acquisition in very young children. LAMBERT is a US DOE hardware/software project that allows a young deaf child to manipulate objects and have a computer respond with American Sign Language contextual video. This process scaffolds deixis and naming practices and facilitates the transition from pre-speech communication to formal language using ASL.

23B-d: Instructional Design Theories on mLearning: Developing a Framework (RTD). Tutaleni I. Asino, Mike Montalto-Rook, Chulapol Thanomsing, Pennsylvania State University

A new discipline, mLearning (i.e. mobile learning), has formed by pairing what was once considered a disruptive technology, i.e. cell phones, with learning. There have been attempts from researchers to establish an mLearning Instructional Design Theory (Sharples et al., 2009), but the field is far from agreeing on one mLearning Instructional Design Theory. This roundtable discussion will provide a framework and mLearning Instructional Design Theory based on current Instructional Design Theories.

23B-e: Mixed Methods in Instructional Technology: Trends and Critiques (RTD). Bruce Gabbitas, University of Georgia

Mixed methods research has continued to gain attention in education research. However, it is important to consider the issues associated with mixed methods research. Based on a review of research studies in instructional technology we review trends and present typologies of mixed methods research. We also present a critique with advice for proceeding in mixed methods research. Those interested in learning about mixed methods research, novice or experienced, will find useful information to guide future research.

23B-f: Teaching Instructional Design with Student-to-Student Peer Reviewing (RTD). Charles Hodges, Georgia Southern University; Jennifer Brill, Virginia Tech

The purpose of this presentation is to report a recent implementation of student-to-student peer reviewing in an online Instructional Design course. A mandatory, blind-review process was used in the course, and students were encouraged to participate in self-organized peer reviews of their work. Qualitative and quantitative data were collected in December 2009 from thirty-seven students in a graduate-level Instructional Design course. Results of the analysis will be discussed in the context of the existing literature.

23B-h: Virtual STEM Labs: Application, Efficacy, and Potential for the Future (DDL). Tara F Bunag, Project Manager- University of Phoenix, Graduate Student- Arizona State University

Virtual labs are increasing in both use and importance to the Science, Technology, Engineering, and Mathematics (STEM) fields. There is little research on the efficacy of virtual labs in distance and global education. Virtual lab research is limited by both the diversity of types and negative opinions in STEM fields. Participants in this study will discuss and define the limitations of past research and future design in this field. Those interested in all STEM fields are welcome.
164. Roundtable Session 23C
10:30 to 11:30 am
Lobby Level: Grand Ballroom C
Presenter(s):

23C-a: A Paradigm for Evaluating Instructional Simulations for the K-12 Classroom (SMT). Ginger Watson, James Marken, Michael Sovay, Old Dominion University
This presentation will provide a framework for evaluating computer and web-based instructional simulations for the K-12 classroom. Evaluation criteria will include the underlying model, graphic interface representations, learner interactions, feedback, and fidelity for learners with differing levels of knowledge and for different types of simulations. An evaluation form will be used to guide the interactive evaluation of at least two simulations.

23C-b: A Tale of Two Worlds? Exploring Students’ Perceptions of Conducting Role-plays in Real and Virtual Worlds (D&D). Sherita Love, Richard Van Eck, University of North Dakota
It can be challenging to provide students with opportunities to interact with the people and contexts in which Instructional Design takes place. Role-plays help, but students find it challenging to adopt identities, and may feel awkward doing so with classmates. Virtual worlds may be able to remove identity barriers during role-plays, but current research is limited. This study examined the use of role-plays as face-to-face and virtual world experiences.

23C-c: Agent-Oriented Educational Software Design (D&D). Jianhua Liu, Virginia Polytechnic Institute and State University
This presentation addresses the challenging question of how educational technology developers can employ agent-oriented methods to design educational software applications. It examines the concept of agent, reviews software agents and multi-agent systems, discusses the issues related to agent-oriented software design, and presents a case where an agent-oriented, computer-based assessment system was designed for assessing comprehensive understanding based on concept maps. Agent-oriented approaches are well suited for designing complex, distributed educational software systems.

23C-d: Design Considerations and Rationale for an Online Language Education Program (D&D). Hasan Caliskan, Anadolu University, Turkey
This presentation aims to introduce an online language-teaching program designed to help adults who would like to learn Turkish as a mother and/or second language without having to attend to traditional course settings. The presentation mainly focuses on details of the design considerations and the rationale. In details, readers will find out how needs of learners and other characteristics of the problem itself have affected the way the course has been designed and carried out.

23C-e: Learning Community Communication in the Web 2.0 Environment: Promises and challenges (DDL). Plamen Miltenoff, St. Cloud State University; Thomas Hergert, St. Cloud State University
This presentation will describe and share insights from an innovative approach to building a viable online community in the context of a set of online courses by introducing a tier-like approach toward online communication technologies. Students and instructors collaborate to shape the content and especially the tools used to foster community learning and technology exploration.

23C-f: Learning Statistics with Cognitive and Metacognitive Strategies facilitating Multiple External Representations Integration in a Web-based Environment (D&D). Yu-Chang Hsu, Boise State University; YU-HUI CHING, Boise State University
This session will attract attendees with interest in supporting online self-paced learning in the STEM disciplines that extensively use multiple external representations (MERs, e.g., graphs, and formulas). This study investigated the effects of self-explanation instruction, metacognitive instruction, and the combined self-explanation and metacognitive instruction on undergraduates’ learning outcomes in statistics in a web-based environment. The researchers will present findings and suggestions for future research, improvement in instructional design, and development of learning outcome measures.

23C-g: Online Learning is NOT FLAT: An Analysis of Online Learning Tools That Promote Interactivity (DDL). Cynthia Chandler, National University; Valerie Amber, National University; Denise Tolbert, National University
Application and analysis of instruction in an online environment is critical to the success of distance learning. Whether a web page, blog or learning management system is used the instructional design is key to interactivity among participants. Using an Action Research model the Interactive Learning Theory (ILT) has been integrated throughout an online course for teachers. This study shows
examples of the taxonomy, interactive learning and continuous improvement of learning outcomes.

23C-h: **Stop Motion Animation—Maximum Engagement and Learning on a Minimum Budget (SMT).** Daniel Henry Becker, Northern Arizona University

Almost all elementary aged children are fascinated by animation. Using an inexpensive web-cam, some colored paper, and freeware you can easily turn your classroom computer into an animation station. Simple animation creation combines discreet mathematics with storytelling or process representation. You will walk away from this roundtable with the ability to inspire and engage absolutely any student in your class with this proven and reliable way to enhance the standards being taught.

23C-i: **Use of a Semester-Long Simulation in Undergraduate Instruction: A Case Study (D&D).** Howard K. Kalman, Ithaca College

This session describes the use of a semester-long workplace simulation to actively engage and challenge students in synthesizing their knowledge and skills in a capstone course. Students were divided into five departments, each responsible for implementing different projects that required cross-department interaction. The scenarios, learning outcomes, and instructor insights will be discussed.

165. **Cases in Systemic Change**

10:30 to 11:30 am

Lobby Level: Grand Ballroom D

Presenter(s):

a. **Engaging Education Systems in the Systemic Change Project: Tips and Techniques from Complexity Research in Education.** Eugene G Kowch, University of Calgary

Systemic change messages are appearing worldwide in education ‘change’ speeches—particularly since the economic meltdown. Ironically, systemic change process experts find school leaders and school systems shy to engage in such important work. Confusion reigns in tough times. We have solutions! First, this session summarizes some simple, basic principles of systemic change work in out complex and complicated education organizations. We then outline new techniques for change service providers and educators who want to engage everyone in robust school change projects.

b. **Site Visitation as A Discrete Event in Systemic Change Processes.** Brian Beabout, University of New Orleans

166. **D&D – Effects of Digital Game-Based Learning on Motivation and Complex Problem Solving Skills: Design Implications**

10:30 to 11:30 am

Lobby Level: Grand Ballroom F

Presenter(s):

Effects of Digital Game-Based Learning on Motivation and Complex Problem Solving Skills: Design Implications. Deniz Eseray, University of Oklahoma; Xun Ge, University of Oklahoma; Raymond Miller, University of Oklahoma; Victor Law, University of Oklahoma; Yu Guo, University of Oklahoma; Dirk Ifenthaler, University of Mannheim

Following design-based research framework, the impact of an educational MMOG was examined on ninth-grade students’ motivation and complex problem-solving skill acquisition. Students’ problem-solving skill acquisition was measured along three constructs: (1) problem representation, (2) structural knowledge of the problem domain, (3) generating solution. Motivation constructs included (1) intrinsic motivation, (2) perceived competence, (3) perceived choice, (4) perceived pressure, and (5) relatedness. The results of the study will be presented with a focus on the implications for design and evaluation of educational MMOGs.

167. **The International Center for Learning, Education and Performance Systems**

10:30 to 11:30 am

Lobby Level: Grand Ballroom G

Presenter(s): Tristan Johnson, Florida State University; J. Michael Spector, University of Georgia

The International Center for Learning, Education and Performance Systems (ICLEPS) is an association led by researchers at three key universities - Florida State University (FSU), the Open University of the Netherlands (OUNL), and the University of Georgia (UGA). The general areas of interest include development...
168. Website Advisory Committee
10:30 to 11:30 am
North Tower - 2nd Floor: Huntington Suite
Chair: Dennis Charsky, Ithaca College

169. MPD – Multimedia Production Curricula
10:30 to 11:30 am
South Tower - 2nd Floor: Madrid
Presenter(s):
Teaching Multimedia Production Curricula
Effectively: Identifying Essential Competencies and Skills of Instructional Design and Technology Professionals. Bill Sugar, East Carolina University; Abbie Brown, East Carolina University; MJ Bishop, Lehigh University; Lee Daniels, E TN State Univ; Tim Green, California State University, Fullerton; Florence Martin, University of North Carolina - Wilmington; Albert Ritzhaupt, University of Florida
This panel discussion is intended to explore the issue of properly educating Instructional Design and Technology students with the necessary multimedia production competencies and skills for their respective careers. Panelists will include seven Instructional Design and Technology faculty members who teach specific multimedia production courses for their respective universities. During this panel discussion, panelists will address the following issues: essential multimedia production skills and competencies, possible revisions to current multimedia production curricula, and other similar topics.
Facilitator: Bill Sugar, East Carolina University

170. ICEM Issues in Cyberlearning Design and Development (3)
10:30 to 11:30 am
North Tower - 2nd Floor: Salon I
The two selected paper presentations feature various issues in cyberlearning design and development. These issues center on the effectiveness of integrating guiding methods into eLearning, the sustainability of logistics support within an eLearning enterprise, and the coping mechanism for developing multiple federally-funded online programs.
Presenter(s):

a. Transition of multiple master level programs from traditional face-to-face delivery to online delivery - a first-year evaluation. Mike Sullivan, Cheng-Chang Pan, Univ. of Texas Brownsville
What are some of the factors that affect the success (or lack of) of an institution of higher learning when an institution decides to move multiple, master level programs from a traditional face-to-face offering to distance education delivery? Funded in part by resources from the federal government, a university in deep South Texas attempts to increase both accessibility to coursework and quality of instruction in several advanced degrees to help boost employment opportunities for traditionally disenfranchised students. The sheer scale of such an endeavor brings with it its own, embedded problems. But other complicating factors, not necessarily unique to this project, up the complexity level of such an attempt. Two of these factors are the diversity of faculty members, of whom less than 5% are from the United States originally, and the challenge of coordinating activities involving faculty in the United States, Europe and Asia. This 20 minute concurrent session will provide a snapshot of anticipated unanticipated successes and setbacks at the end of the first year of implementation.

b. The Impact of Different Guiding Methods on Pre-Service Teachers in Case-Based Instructional Environment. Celebi Uluysal, Hasan Cakir, Gazi University
In spite of the importance of promoting students’ real world problem solving abilities in pre-service teacher education, instructors are challenged by the difficulty of creating such a learning environment in their classrooms. Additionally, solving ill-structured problems requires intensive instructional support, such as modeling, coaching and scaffolding. This study examines the impact of different types of guiding methods on improving students’ real world problem solving abilities in an online case based instructional environment.
Facilitator: Moussa Tankari, Northern Arizona University
171. TED Online Tools and Training Materials (1)
10:30 to 11:30 am
North Tower - 2nd Floor: Salon III
Presenter(s):

Utah Educators Network: A Wealth of Tools at Your Fingertips. Sandie H. Waters, Utah Valley University; Suzy Cox, Utah Valley University

The Utah State Office of Education and The Utah System of Higher Education has partnered to create uen.org. This free website is open to Educators and provides a plethora of resources including training materials, blogs, personal website, eMedia, etc. UEN offers educators digital media that they can use in their classrooms. UEN also offers educators material that is kid-safe, giving teacher’s a feeling of security while allowing their students to research on the web.

Facilitator: Lingguo Bu, Southern Illinois University Carbondale

172. Going beyond Word of Mouth: Opening up New Online Learning Opportunities for Dental Students (Session One)
10:30 to 11:00 am
North Tower - 2nd Floor: Salon IV
Presenter(s): Pam Stein, University of Kentucky College of Dentistry; Jason Huett, University of West Georgia; Sandra D Challman, University of Kentucky

Adapting educational programs to a rapidly shifting educational landscape is no small task; institutions must adapt or run the risk of becoming irrelevant. The University of Kentucky College of Dentistry is no exception. This “Hot Topic” proposes a collaborative, innovative and interactive problem solving approach between dental educators and instructional design experts. The final outcome would be a jointly developed action plan to form the basis of a new distance learning dental education initiative. (follow up panel session to be held Saturday morning)

Facilitator: Ana Donaldson, Walden University

173. RTD Issues in CyberLearning Design and Development (3)
10:30 to 11:30 am
North Tower - 2nd Floor: Salon V
Presenter(s):

- Instructional Strategies for Overcoming Cross-cultural Barriers to Online Teacher Professional Development: WIDE World in Asia. Jae-Eun Joo, Harvard Graduate School of Education

This paper investigates ways in which an online teacher professional development program based in the US has dealt with cross-cultural aspects of e-learning for Asian educators capitalizing networked technologies and local resources to support sustained inquiry and collaborative reflection. Combining the analysis of online course surveys from over 1,000 Asian educators and three case studies from Singapore and South Korea, this paper highlights instructional strategies for resolving major socio-cultural issues in an international e-learning setting.

b. Juggling the Backchannel: Speaker Reactions to and Interactions with Simultaneous Chat. Vanessa Dennen, Florida State University

This study examines the interactions of the speaker - whether instructor or student - and the chat-based backchannel during online synchronous class sessions. Specifically it focuses on the impact of the speaker’s reaction to the backchannel on course interactions. Findings show five main types of interactions that occurred between the speaker and the backchannel and discuss how a speaker might achieve a sense of discursive fluidity between channels.

c. Synchronous and Asynchronous Communication in an Online Environment: Faculty Experience and Perceptions. Xiaoxia Huang, Indiana State University; E-Ling Hsiao, Indiana State University

The purpose of this study is to examine the lived experience of faculty communicating with students in online environments. In-depth interviews will be conducted with 18 instructors who have taught fully online courses. Instructor-student interactions such as asynchronous online discussion forums and recordings of synchronous meetings will also be examined. Data will be collected and analyzed by June 2010. Emerging themes identified from the interviews and other sources of data will be reported and discussed.

Facilitator: Amy Adcock, Old Dominion University

174. SICET Concurrent Session 5: Web 2.0 and Second Life (3)
10:30 to 11:30 am
North Tower - 2nd Floor: Salon VI
Presenter(s):

a. An Investigation of Web 2.0 and Interaction. Yu-ching Chen, Chinese Culture University; Zhigang Li, University of Central Florida

With the development of technologies and distance learning, interaction is gradually emphasized in online education environments. Besides, Web 2.0 is becoming commonly used for educational purpose. The study is designed to investigate students’ perceptions of interaction in a class
integrating a Web 2.0 tool—Facebook since the knowledge regarding types of interaction that will benefit learning in this environment is still limited in Taiwan. The session will present the kinds of interaction that benefit students’ learning and barriers faced by learners, as well as provide suggestions to promote interactions.

b. Effects of an EFL Program in Second Life. Xiaoxue Wang, Florida Gulf Coast University; Hongbo Song, Yantai University; Xiaoning Guo, Linyi Normal University; Jingxia Liu, Linyi Normal University; Qi Wang, Georgia State University; Christy Hunt, Georgia State University

This proposal reports on effects of an EFL program in Second Life (SL) on the Chinese student EFL learning. The program was implemented online in SL with participants from a Chinese university and an American. The program lasted for five weeks with tasks in forms of one-on-one interviews, small group discussions, virtual tours and individual presentations. A pretest and a posttest were conducted. The presentation will share with the audience the data analysis results.

c. A Cyber-collaborative Model to Promote Teaching and Learning Mandarin Chinese in Second Life. Hong Zhan, Embry-Riddle Aeronautical Univ; Hsiu-Jen Cheng, Chung Yuan Christian University, Taiwan; Andy Tsai, Institute for Information Industry

Second Life (SL), a 3-D virtual world, has been found beneficial to foreign language education because of its immersive and interactive environments. This paper reports a part of a study exploring integrating SL into teaching and learning Mandarin Chinese. This paper focus the investigated perceptions held by pre-service teachers in Taiwan and learners of Chinese language in the United States regarding using Second Life as a teaching and learning platform.

Facilitator: Tina Wu, Central Connecticut State University

175. SMT – Assessing the impact of online technologies on PBL use in US high schools

10:30 to 11:30 am

North Tower - 2nd Floor: Salon VII

Presenter(s): Jason Ravitz, Buck Institute for Education

The study examines how much - across different school types and subject areas - teacher use of online technologies is related to their PBL use and perceptions.

Facilitator: Ann Parsons, International School of Kuala Lumpur

176. Discussion via Video-annotations on Youtube: Design-based Research

10:30 to 11:30 am

North Tower - 2nd Floor: Salon VIII

Presenter: Craig Howard, Indiana University

The authors illustrate a design case of an asynchronous collaborative teacher observation using video annotations in a pre-service teacher education course. An annotation platform was selected, a tutorial was created, and teaching footage was recorded to create a video backdrop on which asynchronous discussions would take place in speech bubbles which appear and disappear on a video timeline. This design-based research addresses design considerations in the discussion prompt, the selection of video, the editing process, and the development of a tutorial to lead learners through their first experience with video annotation on Youtube.com. Learner participation measures were collected and related to design decisions. An analysis of the design process concludes the presentation.

Facilitator: Joseph Price, Texas A&M University

177. T&P Team Performance (2)

10:30 to 11:30 am

South Tower - 2nd Floor: Seville

Presenter(s):

a. A Comparison of Cross-disciplinary Team Learning Assessments across Universities. Xiaojun Chen, Purdue University; Scott Schaffer, Purdue University

Working with people from different disciplines became important for college students. Higher education institutions employ cross-disciplinary team programs to enhance students’ team learning experience. This study compares two cases of cross-disciplinary learning programs in a National Foundation Science funded project. The purpose of this study is to understand better how different programs assess team learning in a multidisciplinary team learning environment. Results show that the contexts of the program impact team-learning assessments in different programs.

b. Design for Cyberlearning - Improving Collaborations in Team Design. YI YANG, Franklin University; Kui Xie, Mississippi State University; Yedong Tao, University of Central Florida

Interdisciplinary team design has potential to create interactive environment and quality instruction for cyberlearning. There are limited researches on how instructional designers collaborate in practice. This qualitative study explores the role of instructional designers in collaborative design, how they collaborate, and the desired skills. The
initial data analysis shows 1) instructional designers play a central role in team design; 2) they use formal and informal channels to communicate; and 3) the desired collaboration skills include negotiation, problem-solving, time-management, and facilitation.

Facilitator: Matthew Leavitt, Federal Government

178. TED Self-Efficacy among Student Teachers (2)  
10:30 to 11:30 am  
South Tower - 1st Floor: Terrace A/B  
Presenter(s):  
a. Changes in the Self-Efficacy of Student Teachers Engaged in a Technology-Supported Field Experience. T J Kopcha, University of Georgia; Christianna Alger, San Diego State University  
The purpose of this study was to examine the changes in self-efficacy of student teachers engaged in a technology-supported instructional program as part of their field experience. Eighteen participants completed a pre- and post-measure of self-efficacy. ANCOVA on post-efficacy mean scores with pre-scores as a covariate indicated a statistically significant difference favoring those in the program. Interviews and external observations by guide teachers were analyzed to validate the changes indicated in the self-efficacy surveys.

b. Patterns of Technological Pedagogical Knowledge and Self-Efficacy in Preservice Teachers. Andrew Barrett, Indiana University  
If perceived Technological Pedagogical Knowledge (TPK) is not accompanied by actual TPK, educational practice can be negatively impacted. This study measured preservice teachers’ (N=97) TPK and associated self-efficacy. Responses were analyzed using MAPSAT (Frick, 1990) to find the frequency of relevant patterns. Preservice teachers early in their program were found to be over twice as likely to be overconfident in their TPK ability (high self-efficacy, low knowledge) than were those late in their program.

Facilitator: Susie Gronseth, Indiana University

179. KSET Collaborative Learning (2)  
10:30 to 11:30 am  
South Tower - 1st Floor: Terrace C/D  
Presenter(s):  
a. Effects of member interactions and role differentiation on the development of the shared mental model and team performance in e-Learning instructional design teams in Korea. Il-Hyun Jo, Ewha Womans University  
The researcher conducted a study with 65 corporate e-Learning instructional design teams in Korea to examine the relationship between the social capital accumulated and the performance of the teams. Review of relevant literature was conducted and hypotheses were established. Data collection is at its final stage.

b. Effects of Scaffolds for Argumentative Interaction in Collaborative Learning. Sunhee Bhang, Hanyang University; Dongsik Kim, Hanyang University  
During collaborative activity, one of the forms of interaction to stimulate a learner’s cognitive effort is argumentative interaction. Learners can expand knowledge and acquire the learning ability more effectively when they are involved in argumentative interaction during collaborative activities. Many researchers agree that collaborative argumentation has a learning effect but that actually stimulating collaborative argumentation activities is difficult and various research has been carried out on this. This study attempts to achieve two goals. First, it is to put forward principles that scaffold a learner’s argumentative interaction during a collaborative learning especially focused on arguing to learn. Second, it will explore the effectiveness of a learner’s web activities to test the principles, especially about scaffolding, that promote argumentative interaction during a collaborative argumentation activity.

Facilitator: Daisanye Barreto, University of Georgia

180. Instructional design of a Collaborative Engineering Design (CED) environment: Exploring team technology use during virtual collaborative problem solving  
11:00 to 11:30 am  
North Tower - 2nd Floor: Salon IV  
Presenter(s): yiyan wu, IDD&E, Syracuse University; Tiffany A. Koszalka, Syracuse University  
This new research was conducted within a virtual CED learning environment. The study investigated which tools students used, how they used them, and why, specifically looking at how team characteristics, team dynamics, instruction, and tasks supported or inhibited use of provided online tools. Data revealed characteristics of team collaborative technology use and reasons behind unique technology use patterns. Unpacking these relationships may yield recommendations for designing effective instruction and collaborative tools for virtual learning environments.

Facilitator: Ana Donaldson, Walden University
181. D&D/R&T Awards Luncheon
11:45 to 12:45 pm
Lobby Level: Grand Ballroom E
Facilitators: Brian Beatty, San Francisco State University
Jozenia Colorado, Emporia State University

182. GSA Luncheon: Meet at Harbor room, Location TBD
11:45 to 12:45 pm
North Tower - 2nd Floor: Harbor Room

183. Choosing the “Right” Video Analysis Tool: A Conceptual Framework
1:00 to 2:00 pm
South Tower - 2nd Floor: Barcelona
Presenter(s): Peter Rich, Brigham Young University
This session will highlight a framework that can be used by educators for choosing and working with video analysis tools.
Facilitator: John Burton, Virginia Tech

184. 2010 Convention Evaluation Committee
1:00 to 2:00 pm
South Tower - 2nd Floor: Commodore Boardroom
Chair: Ana Donaldson, Walden University

185. DDL Issues in Cyberlearning (e) (3)
1:00 to 2:00 pm
North Tower - 1st Floor: Garden 1
Presenter(s):

a. Case Study of Interactions and Relationship between Students and Instructors within an Online Collaborative Learning. Watsatree Diteeyont, University of Northern Colorado; Mia Kim Williams, University of Northern Colorado
The purpose of this study was to explore relationships and interactions between students and instructors within an online collaborative learning environment. The results demonstrated that there were interactions between students and instructors within online collaborative learning environments, but there was no particular relationship between students and instructors.

b. Exploring Behavioral Indicators of Learner Motivation in Online Argumentation. Hae Young Kim, Florida State University; Allan Jeong, Florida State University
This study explored behavioral evidence to indicate levels of learner motivation in online argumentation. In order to predict individual’s motivation, discourse patterns of four debates in two graduate-level online courses (total eight debates) were analyzed. Correlations among discourse patterns and self-reported motivation were computed and linear regression was employed to see the effectiveness of indicators to predict learner motivation. The results and conclusion were discussed along with implications and future research.

186. Emerging Best Practices for Teaching with the iPad
1:00 to 2:00 pm
North Tower - 1st Floor: Garden 2
Presenter(s): Brandon C. Taylor, Northern Illinois University/Chicago State University; Patricia Young, University of Maryland Baltimore County
Using the iPad in education is a recent hot topic. There is great controversy regarding whether or not the iPad is a revolutionary educational tool. This study shares the results of developing an iPad faculty development curriculum. The iPad faculty development curriculum uses the Cultural Based Model to identify criteria for analyzing the affordances, limitations and potential possibilities of teaching with the iPad. This session provides hands on demonstration and discussion about teaching with the iPad.
Facilitator: Yeonjeong Park, Virginia Tech.
187. SMT – Two Presentations on Literacy and Instructional Strategies  
1:00 to 2:00 pm  
North Tower - 1st Floor: Garden 3  
Presenter(s):  

This study focus on the separate effects of CSCL and backward fading as well as mutual effects on fraction learning. Additionally, their perceptions of collaboration will be investigated. 60 children with special needs constitute the sample of the study. This research has a quasi-experimental design. The data collected by the use of pre and post-tests will be analyzed by quantitative techniques, and analysis of voice recording and observation sheet will constitute qualitative part.  

b. Culturally-Relevant Information Literacy Instruction. Lesley S. Farmer, CSU, Long Beach  
In today’s global world, to provide meaningful information literacy education, teacher librarians and their students need to become culturally competent: open to learning about other cultures and sharing one’s own culture, able to change personal perspectives, and able to communicate effectively across cultures. Hofstede’s model of cultural dimensions provides a framework for examining culturally-sensitive information literacy instructional implications. Specific strategies are suggested to address language barriers, student-teacher relations, choosing resources, learning activities, technology issues, and assessment.  
Facilitator: Ann Parsons, International School of Kuala Lumpur  

188. R&T McClusky Award Presentation  
1:00 to 2:00 pm  
North Tower - 1st Floor: Garden 4  
Presenter(s):  

Effects of abstract and concrete representations in computer simulations on students’ initial understanding and learning transfer. William Ernesto Mejia, Southern Illinois University Carbondale  
Thanks to different multimedia authoring tools and specialized software applications that facilitate the design and development of computer-based simulations, science teachers and instructional media designers have a variety of simulations to support instructional delivery. Although there are an abundant number of computer simulations for educational purposes, no formal evaluation of the instructional effectiveness has been conducted (Hays, 2006). As such, Hays (2006) recommends designers to pay particular attention to the type of representation used for each of the main simulation features that will help to achieve the instructional objectives. According to Plass et al. (2009), there is enough evidence “that the effectiveness of visual environments for learning depends on a variety of design factors, including the information design and interaction design of the materials, and the level of cognitive load they impose” (p. 17). Furthermore, the use of objects for their visual representations on computer screens has become very important. It has played an important part in the product design process as well (Ramirez, Mas, & Marzal, 2008). The study looks at a computer simulation of electrical circuitry and asks what learning effects come with using either concrete or abstract visual representations of electricity concepts. It investigates differences in learning that can inform a science teacher’s choice of simulation for a particular group as well as inform the design decisions of science simulation designers.  
Facilitators: David Moore, Ohio University  
Lisa Yamagata-Lynch, Northern Illinois University  

189. DDL Virtual Schools (a) (2)  
1:00 to 2:00 pm  
South Tower - 2nd Floor: Granada  
Presenter(s):  

a. Where are we losing them? (dis)Engagement patterns of virtual high school students. Abigail Hawkins, Brigham Young University; Charles Graham, Brigham Young University; Michael Barbour, Wayne State University  
This study examined course completion and participation patterns of student enrollments at Utah’s Electronic High School from 2005-2008. Using descriptive statistics, researchers found that completion rates improved with the age of the program. Certain disciplines had higher completion rates as well as numbers of students who engaged in the course compared to other disciplines. A high percentage of students never engaged. Implications of the findings are discussed as well as areas for future research.  

Instructors in virtual schools and online courses may not have experience serving students with disabilities. Unlike their peers in brick-and-mortar
190. Roundtable Session 25B

1:00 to 2:00 pm
Lobby Level: Grand Ballroom B

Facilitator: Ellen Hoffman, University of Hawaii - Manoa

190. Roundtable Session 25B

Nonverbal Communication in Online and Face-to-Face Environments and Social Presence (ICEM). Buker Kip Kayabas, Anadolu University; Evrim Genc-Kuntepe, Anadolu University; Cengiz Hakan AYDIN, Anadolu University

This presentation intended to reveal the results of a study in which relationship between online learners’ nonverbal communication behaviors and their sense of social presence was investigated. It first tries to examine the relationship between learners’ nonverbal behaviors in face-to-face environments and online learning interactions; then, it explores the interactions between the learners’ nonverbal communication behaviors in both environments and their sense of social presence.

25B-d: Nonverbal Communication in Online and Face-to-Face Environments and Social Presence (ICEM). Buker Kip Kayabas, Anadolu University; Evrim Genc-Kuntepe, Anadolu University; Cengiz Hakan AYDIN, Anadolu University

This presentation intended to reveal the results of a study in which relationship between online learners’ nonverbal communication behaviors and their sense of social presence was investigated. It first tries to examine the relationship between learners’ nonverbal behaviors in face-to-face environments and online learning interactions; then, it explores the interactions between the learners’ nonverbal communication behaviors in both environments and their sense of social presence.

25B-e: On Verifying Online Student Identity (DDL). Anthony Pina, Sullivan University System; Bruce Harris, Western Illinois University

A faculty member and an administrator, each an experienced distance educator, will describe a case study of the implementation of an online student verification system. The discussion will include descriptions and critiques of different solutions for identity verification, a comparison and contrast of identity verification and cheating prevention, and recommendations for ways in which instructors can avoid common mistakes and improve the way that they perform online student assessment.

25B-f: Role of 3D charts in cross-cultural cyber learning environments (IVLA). Suhana Chikatla, University of South Alabama; Ukaiko Bitrus-Ojiambo, Daystar University

The paper presents research findings about how American and Indian participants perceive 3D charts. For many years educators have tried to understand how individuals (both young and adult) learn. Just as language encompasses words, math comprises of symbols, music comprises of dots, visual graphics also comprise of displays. As such, this paper provides a brief description on the preference, use, and performance of American and Indian participants when using 2D simple and 3D embellished charts.

25B-g: Technology Integration via Faculty Mentoring Approach: An Investigation with Activity Theory Framework (SC). Turkan Karakus, Middle East Technical University

Faculty mentoring is an individualized way of technology integration into higher education. There are several obstacles and motivators for different faculty and mentors needs to manage them. This study utilized Engeström’s (1999) activity theory framework to examine two different contexts where the researcher was technology mentor. The dynamics of the system influencing the overall progress and the ways to overcome the challenges were examined to reveal how a mentor-mentee collaboration accomplishes its goals.
Scaffolding Higher Order Thinking in 25B-k: From Quantity to Quality - Quality Matters!

**25B-h:** The use of Social Network Sites in a Foreign Language Classroom (SC). *Victor Colon, Student*

Social interaction is a key component when learning a second language, especially later in life; however, in a classroom environment that interaction is hard to get. The use of social network sites in a foreign language classroom as a way to provide students with a real social interaction is examined and findings presented in this paper.

**25B-i:** Using the Plan Do Study Act as a Departmental Accountability Framework (SC). *Hoyet Hemphill, Western Illinois University; Donna McCaw, Western Illinois University; Leaunda Hemphill, Western Illinois University*

The effectiveness of the assessment process of an academic department was evaluated over a two-year period. Deming’s (1986) continuous quality improvement model was used as the model for developing the assessment process, building on data from the established assessment mechanisms. A process is presented that is specific to the assessment of programs in higher education. Recommendations and conclusions for other academic departments to consider will be also addressed.

**25B-j:** From Quantity to Quality - Quality Matters! But, What and How Does It Matter? - Pursuing Online Courses Quality Assurance One Step at A Time! (DDL). *Li-chin (Crystal) Huang, Univ. of Minnesota Twin Cities; Chippewa Valley Technical College*

Distance Education has been moving from quantity to quality concerns. This case study examines an ongoing implementation of online quality assurance for online, hybrid, and web-conference courses offered in a 2-year college setting. The unique structures of 2-year colleges present specific challenges in pursuing rigorous online quality. This paper investigates issues from a dynamic multi-level perspective among administrative teams, practicing faculty, teachers’ Unions, and external agencies to identify the barriers and suggest potential solutions.

**25B-k:** Scaffolding Higher Order Thinking in Experiential Learning: Mapping Bloom to Kolb via Intentional Reflection (T&P). *Amy Bradshaw, University of Oklahoma*

The Intentional Reflection Kolb+Bloom (IRK+B) model integrates Bloom's Taxonomy and Kolb's model of Experiential Learning with scaffolding for the development and practice of metacognition, self-regulation, and higher order thinking, for both students and instructors. Bloom and Kolb’s models are briefly reviewed, then the evolution of the IRK+B model is presented, emphasizing specific iterative stages in the development of the model, via diagrams and discussion of the visual representations and their ramifications and logical extensions.

191. Roundtable Session 25C

**1:00 to 2:00 pm**

**Lobby Level: Grand Ballroom C**

**Presenter(s):**

**25C-a:** Facilitating Parental Involvement and Student Reflection in Piano Learning by using Moodle (SMT). *Yaozu Dong, Penn State University; Yu-Chen Lin, Penn State University-University Park*

The purpose of this study is to create a Moodle platform to facilitate the communication between piano teachers and parents in attempt to further benefit children’s piano learning. The future study will conduct both quantitative and qualitative data analysis based on the data collected from the parents, teachers and students involved in the Music Beans learning environment.

**25C-b:** Ghanaian Senior High School students’ experiences in the use of Information and Communication Technology (SMT). *Kwame Ansong-Gyimah, Univ. of Edu., Winneba; Frederick Kwaku Sarfo, Univ. of Edu., Winneba*

The Global Citizenship Survey instruments were adapted to collect data on access and use of ICT tools among Ghanaian students (N = 289). The results indicate that majority of students have cell phones but mostly use it for social communication. Quite a number of them have access to computer and often use it to acquire computer skills. Few of them have access to internet at internet cafe but mostly use it for social communication.

**25C-c:** Reading Engagement Using eBooks in an Elementary Classroom (SMT). *Troy Jones, East Carolina University; Carol A. Brown, East Carolina University*

K12 students have responded favorably to use of multiple pathways for reading instruction. With the advent of 1:1 laptop programs, it may be an ideal time to examine students’ reading engagement using multimedia eBooks in the classroom. Guthrie has developed an index used to measure students’ engagement in a print environment. This study will report on findings using an adapted version of the index with electronic books in a 1:1 laptop classroom.
25C-d: Text messaging communication at college: A case study (INTL). **HERY YANTO THE, University of Hawaii; SURMIYATI SURMIYATI, University of Hawaii; Felicia Flores, University of Hawaii; HONG NGO, University of Hawaii**

Short messaging has become the dominant function of Indonesian mobile phone users. This facility is now also widely used for communications at college. The nature of communication through short messaging is short, informal, and casual. In contrast, the nature of communication at the college is institutional and formal. Therefore, when the short messaging is implemented to facilitate education process, the ethics on using it becomes an important issue.

25C-f: Engaging New (and/or Resistant) Online Faculty: Applications from Research and Theory (DDL). **Tracey Stuckey-Mickell, Northern Illinois University**

The purpose of this lively session is to engage participants in a discussion of ideas to develop practical strategies for engaging new online faculty and faculty who are resistant to teaching online. Ideas are drawn from diverse theoretical areas, such as positive psychology, motivation theory, and change management, to develop practical strategies for encouraging faculty to embrace the differences presented in the online classroom. The presenter will provide resources and a chance for open dialogue.

192. SMT – Two presentations on technology in the k-12 classroom

**1:00 to 2:00 pm**  
**Lobby Level: Grand Ballroom D**

**Presenter(s):**

a. **An investigation of factors influencing student use of technology in K-12 classrooms using path analysis. Albert Ritzhaupt, University of Florida; Cathy Cavanaugh, University of Florida; Kara Dawson, University of Florida**

This presentation focuses on explaining student use of technology in formal school settings using path analysis. Data was collected from over 700 teachers from 110 different schools in 17 school districts. The method investigates over 10 different technology integration measurements and their direct or indirect effects on student use of technology. Results show that a teacher’s use of technology and how technology is integrated into the curriculum largely explains student use of technology in school settings.

b. **Are e-readers ready for school? Study habits, use patterns, and perceptions of university and high school students. Lee Daniels, E TN State Univ; Blake Snider, East Tennessee State University**

This session will report on the findings from a pilot study examining the use of digital textbooks delivered via electrophoretic displays (e-ink) for an educational technology course and U. S. History survey course at a regional university as well as a high school English Literature course. The study investigates student perceptions, study habits, use patterns, and learning outcomes related to e-readers as a textbook delivery system for higher education institutions and secondary schools.

**Facilitator: Leslie Blatt, New Jersey Association for School Librarians**

193. D&D Membership Meeting

**1:00 to 2:00 pm**  
**Lobby Level: Grand Ballroom E**

**Chair: Amy Adcock, Old Dominion University**

194. Distributed Basic Education & the Open University of Indonesia

**1:00 to 2:00 pm**  
**Lobby Level: Grand Ballroom F**

**Presenter(s): Atwi Superman, Open University of Indonesia; Tian Belawati, Open University of Indonesia; Thomas Luschei, Florida State University; Dewi Padmo, Florida State University; J. Michael Spector, University of Georgia**

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.

**Facilitator: Pupung Purnawarman, Virginia Tech**
195. The Key to 21st Century Project Based Learning
1:00 to 2:00 pm
Lobby Level: Grand Ballroom G
Presenters: Chet Thomas, ISM Films; Susan Stansberry, Oklahoma State University
Chet Thomas, one of the founders of the 21st century project-based learning system Independent Student Media (ISM), collaborates with teachers across the country to effectively integrate the film-making process into teaching methodologies. Chet has over 15 years of experience in the film industry, where he worked on such films as “Minority Report,” “Saving Private Ryan,” and “Amistad.” Join him in this session as he discusses how he collaborates with teachers across the country to effectively integrate project-based learning into their teaching methodologies. Oklahoma State University has partnered with ISM through special workshops offered to Oklahoma teachers and the Oklahoma State Student Media Festival. Susan Stansberry of OU will share how that collaboration has worked. (for more, see www.ismfilms.com, www.ismfilmslight.com, and www.SneakOn.com)
Facilitator: Barbara Lockee, Virginia Tech

196. GSA Breakout Session #3: Advice for the Job Hunt:
Strategies for Organizing Yourself
1:00 to 2:00 pm
North Tower - 2nd Floor: Harbor Room
Discussants: Brian Beabout, University of New Orleans; Ana-Paula Correia, Iowa State University; Brian Belland, Utah State University
Facilitator: Jesse Strycker, Indiana University

197. Accreditation Committee
1:00 to 2:00 pm
North Tower - 2nd Floor: Huntington Suite
Chair: Kay Persichitte, University of Wyoming

198. DDL – Supporting Self-directed Learning In Online Environments: Implications From Investigations Of Informal Social Networking Sites
1:00 to 1:30 pm
South Tower - 2nd Floor: Madrid
Presenter(s): Phil Tietjen, Pennsylvania State University; Eun Ju Jung, Penn State University; Priya Sharma, Penn State University; Susan Land, Penn State University
The growing popularity of social media and Web 2.0 technologies in online education has led to expectations of greater interactivity and self-directed learning. However those expectations have not necessarily meshed with reality. Recent studies of informal learning environments have yielded promising insights into the specific dynamics underlying knowledge sharing and building. Within the context of a popular social networking site, we present an investigation that focuses on patterns of self-directed knowledge sharing and zones of proximal development between experts and novices.
Facilitator: Tami Im, Florida State University

199. DDL Issues in Cyberlearning (c) (3)
1:00 to 2:00 pm
North Tower - 2nd Floor: Salon I
Presenter(s):
a. Pain Free Distance Learning: Ergonomics is just the beginning. Dusti Howell, Emporia State University
I will share a number of strategies that will keep you more productive online with fewer visits to the doctors office. Here are the things I wish I had known before I started teaching online. Six years of painful medical interventions have left me looking for a career change. After two years of working a healthy program, I am well on my way to being 100 percent healthy.
b. Using case-based reasoning and an ASK system to support small business development education. Camille Dickson-Deane, University of Missouri; Holly Henry, University of Missouri; Gordon Graber, University of Missouri; Andrew Tawfik, University of Missouri-Columbia
This paper discusses the design of a distance education course targeted at prospective small business owners. Originally derived from a traditional lecture course, the design includes the use of an ASK System and narrative cases to provide the learner with a sense of dialog while at the same time allowing the learner to direct his/her own learning process.
c. Virtual Worlds and Distance Education: A Content Analysis Study. Feihong Wang, Virginia Polytechnic Institute and State University; Barbara Lockee, Virginia Tech
This content analysis study investigated how three dimensional (3D) virtual worlds were used for distance education and how the studies were conducted. This study used EBSCOhost Education Databases to locate the target research articles. Five research questions were used to guide the analysis of these articles. Results of this study indicated that studies on implementing 3D virtual worlds for distance education were insufficient and preliminary. The study suggested possible future research based on the findings.
Facilitator: Dr. Mansureh Kebritchi, Walden University
1:00 to 1:30 pm
North Tower - 2nd Floor: Salon II
Presenter(s): Monica Tracey, Wayne State University; Elizabeth Boling, Indiana University; Leslie Moeller, Walden University

To address the need for ID practitioners and researchers to learn in our connected world, AECT has launched two contemporary innovative online journals, The International Journal of Designs for Learning and The Journal of Applied Instructional Design. This session will provide an overview of each journal, describe the calls for submissions, description of author guidelines and provide examples of articles. Interested authors will also have an opportunity to pose questions to the editors.

Facilitator: Hongri Lian, Virginia Tech

201. D&D Case-based Learning Environments (2)
1:00 to 2:00 pm
North Tower - 2nd Floor: Salon III
Presenter(s):

a. Design Considerations in Developing Theoretically Different Case-based Learning Environments. Yasemin Demiraslan, Iowa State University

The purpose of this paper to describe the design and development of two theoretically different case-based learning environments: case-based reasoning and worked-out examples. Based on the principles and assumptions derived from each method, different versions of the learning environment have been designed by using the tool called Drupal, an open-source, content management tool which enables tracking of participants while they perform tasks. Also included are the discussions and recommendations regarding the innovations brought by open educational resources to the design and development of effective learning environments.

b. The Effects of a Case-based Learning Environment on Structured and Ill-structured Problem Solving. Lauren Cifuentes, Rene Mercer, Riccardo Bettati, Omar Alvarez, Texas A&M University

A cased-based learning model was adopted for development of instruction in configuring firewalls. Effects on both structured and ill-structured problem-solving were tested. Student and instructor levels of satisfaction were also established. To address ability to meet the various needs of instructors and students, the transferability of CBLM to multiple contexts was determined. Findings validate CBLM and inform design and instructional practice as well as support grounded theory for design and development of case-based learning environments.

Facilitator: Nancy Thornton, Capella University

202. T&P Advisory Board Presentation: New Directions and New Technologies for Instructional Designers in the Workplace
1:00 to 2:00 pm
North Tower - 2nd Floor: Salon IV

Discussants: Gayle V. Davidson-Shivers, University of South Alabama; Dan Schuch, PacifiCorp; Rita C. Richey, Wayne State University; Tristan Johnson, Florida State University; Joi Moore, University of Missouri

Facilitator: James Marken, Old Dominion University

203. SMT – Two presentations on technology in the k-12 classroom and integrated learning systems (2)
1:00 to 2:00 pm
North Tower - 2nd Floor: Salon V
Presenter(s):

a. What are the factors that contribute to ineffective and limited use of Learning Management Systems in the Schools? Sinem Aslan, Indiana University

Data from our previous study show that although interviewed teachers are considered to be the ones who use LMS most in the schools, their use of LMS features and functions are very limited and ineffective. More importantly, they use LMS in order to enhance their traditional way of teaching, which is teacher-centered. This is a follow up study examining factors that contribute to teachers’ ineffective and limited use of LMS features in their classrooms.

b. Stuffing the Hollow XO: Building a Curricula Server for Content and Promotion of Inter-connected Learning for the One Laptop Per Child projects. Bellarmine Ezumah, Howard University

This paper provides a summary of formative evaluation of the One Laptop Per Child projects in Nigeria and Ghana and demonstrates how a curricula Server can enhance the constructionist pedagogical approach in the studied regions. A call to action includes a collaborative effort by OLPC and the local education ministries in digitizing and uploading the elementary school curricula. The XO laptop which currently is a hollow tool can then function as inter-connected networks.

Facilitators: Charles M. Reigeluth, Indiana University; Jana Dixon, Arkansas Association of Instructional Media
**204. SICET General Session 1**

1:00 to 2:00 pm  
North Tower - 2nd Floor: Salon VI  
Facilitator: **Shuyan Wang**, University of Southern Miss

1:00 to 1:30 pm  
North Tower - 2nd Floor: Salon VII  
Presenter(s): **Joseph Price**, Texas A&M University  
The publishing of research is a cornerstone of the academic world. As with anything, there are costs associated with publishing research and making it available to the world. Traditionally, these costs have been passed on to the reader. However, a movement has begun to shield these costs from the reader; essentially making it free for anyone to access complete articles. These are called open access journals. This presentation will detail the history and definition of open access journals, the types of open journals, open journal resources, and author perspectives toward open journals. The presenter will also report on the findings of a survey on open access journals administered online to professionals in the field.

Facilitator: **Yanzhu Wu**, Virginia Tech

**206. iLife in Education**  
1:00 to 2:00 pm  
North Tower - 2nd Floor: Salon VIII  
Presenter(s): **Otto E. Benavides**, California State University, Fresno  
This presentation will cover the use of the iLife suite to create educational content, including iMovie, iPhoto, iTunes and GarageBand. Attendees will witness a demonstration on creating a podcast using still pictures and digital video, and will receive a rubric for evaluating such projects. The presentation will also feature examples of projects created by elementary, high school and teacher preparation students.

Facilitator: **Ken Potter**, Virginia Tech

**207. T&P Instructional Design & Project Management**  
1:00 to 2:00 pm  
South Tower - 2nd Floor: Seville  
Presenter(s):  
**Instructional Design and Project Management:**  
**Which Competencies are Which?**  
**Shahron Williams van Rooij**, George Mason University  
This concurrent session presents the results of a study to identify the extent to which an organization’s project management implementation maturity affects roles and responsibilities in educational/training product development projects, particularly as regards the instructional design and the project management roles.

Facilitator: **Anne Mendenhall**, Florida State University

**208. TED Digital Storytelling (2)**  
1:00 to 2:00 pm  
South Tower - 1st Floor: Terrace A/B  
Presenter(s):  
a. **Enhancing Multi-Literacy Development:** Integrating Art, Technology and Literacy in Digital Story Creation. **Kristin Brynteson**, **Rhonda S. Robinson**, Northern Illinois University  
This presentation shares results of a university/school partnership project which facilitated the teacher training, design, development, and implementation of an interactive fact-based digital story telling unit. Four teachers and their classes with their university partners planned and created a multidisciplinary, 4th and 5th grade science unit, using the digital story as a culminating activity. The partnership team integrated research, reading, writing, visual art and science into the creation of fact-based interactive digital stories.  
b. **Digital Storytelling Project by Undergraduates:** “Tegami (A Letter to Myself)”. **Hitoshi Susono**, Mie University; **Tomoka Ikawa**, Mie University; **Ai Kagami**, Geino Junior High School; **Tsutomu Shimomura**, Mie University  
Students at Mie University, Japan, had a digital storytelling project in their Educational Technology class. Each student created a digital story called “A letter to Myself” and showed it the classmates on a Moodle-based webforum. Our practice focused on how students created digital letters, and what the wanted to say to their future or past selves. Students thought and reflected about themselves through creating digital stories and seeing classmates’ stories.

Facilitator: **Lucas Jensen**, University of Georgia

**209. KSET Technology Enhanced Learning Environments(2)**  
1:00 to 2:00 pm  
South Tower - 1st Floor: Terrace C/D  
Presenter(s):  
a. **Investigation of students learning and introspection processes on a digital textbook: A stimulated recall approach.** **Il-Hyun Jo**, Ewha Womans University; **Jeong-Im Choi**, Kwandong University; **Heeok Heo**, Sunchon National University; **Lim Kyuyon**, Ajou University; **Jeongmin Noh**, KERIS  
The researchers conducted an empirical study with 8 middle school students in Korea to investigate the effectiveness and usability of a digital textbook. Research focus was set around 1) Interface usability,
2) Content validity, and 3) Educational utility. For the purpose of the study, a stimulated recall method using Morea Software was employed. Major findings and several formative implications for the improvement of the instructional design for the digital textbook will discussed.

b. The effects of motivational scaffoldings in CSCL. Hyojung Jung, Hanyang University; Jaewon Jung, KSET; Hangchol Cho, Hanyang University; Dongsik Kim, Hanyang University

This study intends to examine the effects of motivational scaffoldings in CSCL. In order to find strategies for motivational scaffoldings, we reviewed 'Flow Theory'. Based on literature reviews, we induced some design principles of motivational scaffoldings. Motivational scaffoldings were provided to facilitate learners' participations and it was found that motivational scaffoldings led to positive effects on process and outcomes in the CSCL. Moreover, it was clear that there were other factors of flow in the CSCL unlike the individual learning.

Facilitator: Diane Igoche, University of Georgia

210. Project-based Blended Learning Environments
1:00 to 2:00 pm
South Tower - 1st Floor: Terrace E/F
Presenter(s): Firm Faith Saint Annie Nelson, Southern Illinois University Carbondale; Peter Fadde, Southern Illinois University

In the wake of this technological era, a common concern among educators relates to the rate at which technology is outpacing pedagogy. This presentation will illuminate some complexities and benefit of one aspect of a blended learning environment - Project-based blended learning. This type of learning presents complex tasks based on challenging problems that involve design, problem-solving, give learners the opportunity to work relatively autonomously over extended periods; and culminate in realistic products or presentations.

Facilitator: Miriam B. Larson, Virginia Tech & University of Tennessee Knoxville

211. SecondLife Session - Crossing the Web-3D Divide: Integrating Moodle and Second Life With SLOODLE
1:00 to 2:00 pm
South Tower - 2nd Floor: Valencia
Presenter(s): Naomi Malone, University of Central Florida; Kendra Minor, University of Central Florida; Ryan Kasha, University of Central Florida

This presentation discusses the integration of open source educational tools Moodle, Second Life and SLOODLE to utilize the strengths of both 2D and 3D environments to create a richer learning experience. 2D learning management systems such as Moodle are great for creating the more traditional aspects of online classes, such as assignments, quizzes, and text/image based instructional units. 3D learning environments allow classes to practice simulated experiences together and to communicate in real-time. The open source tool SLOODLE can enhance learning by creating a seamless integration between these two environments.

Facilitator: Heather Rideaux-Henry, University of Central Florida

212. Have We Been Designing the Wrong Thing?
1:30 to 2:00 pm
North Tower - 2nd Floor: Salon II
Presenter(s): Andrew Gibbons, Brigham Young University; Michael Griffiths, Brigham Young University - Hawaii

It makes a great deal of difference what designers think they are designing. Our categories of designed artifact have been vaguely defined and changeable in the past. Klaus Krippendorff, a non-instructional designer, has formulated a category system based on social interactions which fits instructional designs exceptionally well and gives the designer meaningful and less-changeable artifact targets. This hot topic describes the categories and illustrates how they constitute a powerful cognitive tool for the designer.

Facilitator: Hongri Lian, Virginia Tech

213. Best Practices in Technology-Mediated Instruction
1:30 to 2:00 pm
North Tower - 2nd Floor: Salon VII
Presenter(s): Robert Nash, Coastline Community College; Sylvia Amito’elau, Coastline Community College

So what is all this hullabaloo about technology? Can it really make a difference? During this session, you will see research that describes how proper use of technology-mediated instruction can maximize student success and satisfaction. We will also present courses and best practices that put this research into practice. Including audio/video, Web 2.0, simulations, games, etc., these examples will demonstrate how faculty can combine technology with effective teaching/learning and assessment strategies for the best results.

Facilitator: Yanzhu Wu, Virginia Tech
214. D&D Showcase & Presentation
2:00 to 3:30 pm
Lobby Level: Grand Ballroom Hall
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 has invited practitioners, as well as faculty and students, to showcase and share with convention attendees their innovative training and educational programs grounded in theory and research.

Presenter(s):

A Case-Based E-Learning Environment for Solving Real-World Engineering Design Problems. Ikseon Choi, Yi-Chun Hong, Nadia Kellam, David Gattie, Melissa Gay, University of Georgia
The purpose of this NSF-funded project is to develop a case-based e-learning environment that could promote the development of engineering students’ epistemic beliefs (Perry, 1970) and thus enhance their problem-solving abilities to deal with real-world engineering problems. With the adaptation of a case-based learning model (Choi & Lee, 2009), this online environment has been designed to provide students with problem-solving experiences through four major phases: exploring situations, constructing reality, creating solutions, and reflecting on the product and the process.

A Motivational Online Training Model to Support Job Performance and Self-Regulation of LexisNexis Contractors. David Mendez, Oklahoma University; Matthew King, University of Oklahoma; Xun Ge, University of Oklahoma
This proposal introduces a web-based training model to support the job performance of LexisNexis contractors. This showcase will provide an overview of the LexisNexis training module, present the design framework for the training, and describe the implementation and evaluation plans to help the contractors succeed. Contractors will be scaffolded to understand the training materials and cultivated to take ownership of their learning process through affective modeling and a unique motivational model that scaffolds self-regulation.

Coaching for Understanding at WIDE World: Online coach development on a global scale. Jae-Eun Joo, Harvard Graduate School of Education
This paper investigates how WIDE World, an online teacher professional development program, has systemically designed and developed a rigorous Coach Pathway to create a large group of online coaches globally. Since 1999, over 250 online coaches have instructed more than 19,000 educators from nearly 100 countries. This study analyzes the design and development process of the Coach Pathway including protocols (e.g., online coach assessment rubric) and concludes with lessons learned, remaining puzzles, and future implications.

Computer Agents Teaching Helping Interactions Effectively (CATHIE): An Agent-based Training System Designed to Teach Empathetic Communication Skills. Amy Adcock, Old Dominion University; Ginger Watson, Old Dominion University; Brett H Cook, Old Dominion University; Michael Sovay, Old Dominion University
Computer Agents Teaching Helping Interactions Effectively (CATHIE) is a web-based interview simulation designed to teach empathetic communication skills. CATHIE is geared towards students in disciplines such as counseling where the need to decode and respond to client’s verbal and nonverbal cues is critical. The system includes an animated character acting as a client and responses designed to simulate a role-play interaction. The design of the system is guided by the principles of situated learning theory and uses research in simulation design to dictate the design of the interface, affordances and instructional message.

Design and Development of Foreign Language Online Courses in Chinese and Arabic. Hsiang-Ting Wu, California State University Monterey Bay; Gretchen Jones, University of Maryland University College
A large state university with a global student population of working adults has developed online interactive language courses in Chinese and Arabic. The presenters will explain the program vision, and demonstrate how this model corresponds with adult and distance learning principles. The presenters will demonstrate how the course modules and class instruction are aligned with the Merrill’s First Principles (Merrill 2002, 2007). Examples from both languages illustrate how audio and online activities are integrated with course modules to create courses that develop all four language skills and intentionally incorporate social interaction.

Virtual Drug Lab - Pharmacokinetics in an Open-Ended Learning Environment. Victor Law, University of Oklahoma; Ipek Ataman, University of Oklahoma; Xun Ge, University of Oklahoma
Virtual Drug Lab, an interactive, multimedia instructional program, has been developed for nursing graduate students to understand and apply
difficult concepts in pharmacokinetics. Scaffolding is provided through both interactive animations and goal-based scenarios to illustrate some difficult concepts about drug interactions. Question prompts and expert modeling are embedded in the learning environment to facilitate students’ understanding in the complex domain. The design of the instruction is grounded in the conceptual framework of open-ended learning environments, and its development has been guided by various instructional design models, strategies, and multimedia learning principles. The evaluation results of this multimedia program will be shared at the presentation.

Facilitators: Ikseon Choi, University of Georgia
Yi-Chun Hong, University of Georgia

215. DDL The Continuing Evolution of DL (c)
2:15 to 3:15 pm
South Tower - 2nd Floor: Barcelona
Presenter(s):
Where are we now? And how did we get here?: An evolution of the testing in distance education. Chulapol Thanomsing, Pennsylvania State University; Andrea Gregg, Pennsylvania State University; Sing Wong, Pennsylvania State University
Distance Education (DE) testing has recently evolved to the new innovation. At World Campus, Pennsylvania State University, we are currently implementing the new testing environment in some of our DE courses where some of our DE students are required to take online exams with a proctoring service from the remote location. This presentation will describe an evolution of our DE testing from the past to the present.

Facilitator: Yvonne Earnshaw, Florida State University

216. 2011 PIDT Planning Meeting
2:15 to 3:15 pm
South Tower - 2nd Floor: Commodore Boardroom
Chair: Rick West, Brigham Young University

217. DDL Issues in Cyberlearning (d)
2:15 to 3:15 pm
North Tower - 1st Floor: Garden 1
Presenter(s):
Student Perceptions of Success in Online Courses: A Look at Quality Matters (TM) Standards. Kim Hosler, University of Northern Colorado
Much has been written about what constitutes effective online course design and organization; however, there is a lack of research looking at how students perceive their success in an online class relative to the course’s design and organization. This study will examine how students rank online course design and organization elements relative to their perception of success in the online class using a recent set of standards (rubric) developed by MaryOnline, called Quality Matters™.

Facilitator: Maria D. Avgerinou, DePaul University

218. DDL Online Teaching (e)
2:15 to 3:15 pm
North Tower - 1st Floor: Garden 2
Presenter(s):
Peer Mentoring in a Connected World: A Collaborative Process for Online Faculty. Laura L. Summers, University of Colorado Denver; Joanna C. Dunlap, University of Colorado Denver
Five faculty colleagues within a university’s School of Education have observed each other’s online courses for over a year. The goal of this peer process has been to glean online instructional design and teaching ideas from each other. The objectives for this session are to: (1) explain our peer mentoring process as an efficient and effective model for faculty-teaching review and support; (2) share the outcomes of our peer mentoring experiences, and describe the improvements made to each of our online courses as a result of the mentoring; and (3) share our resulting collective “best practices” for online teaching and course design.

Facilitator: Kathryn L. Ley, U Houston Clear Lake

219. SMT – The Exchange Between Researchers and Practitioners: A 360-Degree Panel Discussion on the Transfer of Knowledge
2:15 to 3:15 pm
North Tower - 1st Floor: Garden 3
Presenter(s): Randy Hollandsworth, Piedmont College; J. Michael Spector, University of Georgia; Leslie Blatt, New Jersey Association for School Librarians; Mary Beth Jordan, Albuquerque Academy/Simms Library; Carol A. Brown, East Carolina University
In this Presidential Session proposed by the School Media and Technology Division, a guided panel discussion will address varied perspectives on transferring knowledge from research to practice in the field. The discussion will approach the elements of this process within a topical format regarding school media specialists. However, the overarching theme is transferable into all AECT divisions and throughout the instructional technology field. The panel will consist of the professional roles of researcher, professor/instructor, school media specialist, and graduate student. The audience will have opportunities to
embrace these issues through audience engagement and subsequent publishing in a special issue of TechTrends.

Facilitator: **Randy Hollandsworth**, Piedmont College

### 220. R&T Membership Meeting

**2:15 to 3:15 pm**  
**North Tower - 1st Floor: Garden 4**  
Chair: **Lisa Yamagata-Lynch**, Northern Illinois University

### 221. DDL Virtual Schools (b) (3)

**2:15 to 3:15 pm**  
**South Tower - 2nd Floor: Granada**

**Presenter(s):**

#### a. Career Forward: A course for meeting the K-12 online learning requirement. **Michael Barbour**, Wayne State University; **Kelly Unger**, Wayne State University; **Sacip Toker**, Wayne State University

In 2006 Michigan became the first jurisdiction in the United States to require students to have an online learning experience in order to graduate from high school. In response to this legislation, the Michigan Virtual School created a career planning course entitled CareerForward and made it available to schools free of charge to allow them to meet the new online learning requirement. This session will describe the CareerForward course and content, discuss the data collected, and identify specific suggestions for the implementation of CareerForward in schools as a way to meet the states’ online learning graduation requirement.

#### b. Student Experiences in a Virtual School Environment. **Michael Barbour**, Wayne State University; **Jason Paul Siko**, Wayne State University

This study examined the experiences of a single student in an online course offered by a supplemental virtual school at a rural all grade school in Newfoundland and Labrador, Canada. The data consisted of three monthly interviews over a three-month period. Initial narrative analysis uncovered several themes: the student experienced technical issues, which hampered interactions; she often went to peers for help before using other sources; and her preferred method of communication was instant messaging.

#### c. Examination of the use of tools in K-12 online course development. **Jonathan Morrison**, Wayne State University; **Michael Barbour**, Wayne State University

This study examined the need and use of tools in web-based course development process with the Illinois Virtual High School (IVHS). Tools needed in the development process by instructors were determined. The course development process was used to understand the needs and project valuable meaning from the interaction of the instructors with others in the course development team as they participated in two rounds of course creation for the IVHS.

Facilitator: **Michael Barbour**, Wayne State University

### 222. Roundtable Session 26B

**2:15 to 3:15 pm**  
**Lobby Level: Grand Ballroom B**

**Presenter(s):**

#### 26B-a: Best Practices for Teaching in a Synchronous Virtual Classroom (DDL). **Florence Martin**, University of North Carolina - Wilmington

In this session, the different features of the Wimba virtual classroom and how each tool can be used effectively will be discussed. Participants will be given a demo of the Horizon Wimba Virtual Classroom at the session. Educators who are considering using synchronous virtual classrooms for their online/blended courses will benefit from this session. Use of these tools can promote online enrollment and increase effectiveness in online teaching.


This presentation documents TPCK in a Cyber Learning environment. It explains the use of TPCK to Design, Develop and Implement a doctoral course in curriculum development. It articulates the use of AECT standards as the Content of the course and the use of a LMS to teach about that Content. This non-trivial presentation of TPCK in a Cyber Learning environment helps to illuminate the use of TPCK in higher education teacher preparation and formation programs.

#### 26B-c: P.E.T.S.: Four Ways to Think About Technology Use in Education (TED). **Betty Ebrecht**, University of Northern Colorado

Today’s teachers must integrate technology into their curriculum, align it with student learning goals, and use it for engaged learning projects. Rather than thinking of technology use as one large analogous group, the P.E.T.S. acronym breaks it down into useful categories. This round-table session will present a simple acronym for teachers to use in categorizing different types of technology and media use and provides an easy framework to use in the planning, design, development, and implementation of instruction.
26B-d: Redesigned with Motivation In Mind (TED).
David Gardner, University Of North Texas
This paper describes how a university course, focusing on teaching with technology, was redesigned to increase motivation through the use of John Keller’s ARCS model of instructional system design. The previous course offering was primarily devoted to teaching students how to use traditional productivity applications, and left many students frustrated and unmotivated. By purposefully redesigning the course to maintain attention, relevance, confidence, and satisfaction, the author hopes to increase motivation and overall course satisfaction.

26B-e: Teaching with facebook as a Learning Management System (TED).
Susan Stansberry, Stephoni Case, Oklahoma State University
In an effort to “meet students where they are,” an undergraduate course used Facebook as the learning management system (LMS). The purpose of this study was to examine students’ digital voices in this medium as well as their perceptions of Facebook used as an LMS. Researchers will share findings and recommendations for effective teaching with Facebook as an LMS.

26B-f: The Impact of Case Based Learning through Teacher Work Samples on Preservice Teacher Technology Integration Planning (TED).
Lucilia Green, Georgia Southern University; Ismahan Arslan-Ari, Texas Tech University; Fatih Ari, Texas Tech University; Fethi Inan, Texas Tech University
Case based reasoning is the theoretical basis for activities that have been found to improve analysis ability and teaching practice. CBR activities and the teacher work samples they engender, such as student podcasts, may help to develop technological-pedagogical-content knowledge through vicarious teaching experiences. This full study builds on lessons learned during a pilot study conducted the Spring semester of 2009. Data collection and analysis of the study is currently being conducted during the Spring 2010 semester.

26B-g: Using A Mentoring Model to Facilitate Technology Integration into Teacher Education Courses (TED).
Wei Wang, Amy Hutchison, Iowa State University
This proposal describes the technology mentoring experience of a graduate student and faculty member at a mid-western university in the U.S. The purpose of this case study was to understand how student technology mentors can facilitate faculty members’ movement through the Innovation-Decision Process (Rogers, 2003) when considering adoption of social networking tools into teaching. Findings suggest that technology mentors play a critical role in helping faculty members overcome obstacles during the Innovation-Decision Process and serve as imperative communication channels during the process.

26B-h: Using Case Studies in Online Courses (DDL).
Bruce Harris, Western Illinois University; Anthony Pina, Sullivan University System
The presentation will discuss issues related to integrating case-based learning in online courses and will demonstrate different types of case studies used in actual online courses. Various types of case-based learning and advantages and disadvantages of using case studies in online courses will be discussed. The authors will demonstrate how they have incorporated case-based learning in several online courses. The presentation will conclude with a discussion of lessons learned from integrating case-based learning in online courses.

26B-j: Assessing the Effectiveness of an Online Graduate Advising Area (DDL).
Candice Biswell, WIU; Leaunda Hemphill, Western Illinois University
This study examined the effectiveness of an online graduate advising site created on a course management system. The advising site was developed to provide program-related resources, and to encourage interaction between students and advisor through an online community of learners. Surveys of previous mentoring experiences, learner characteristics, and perceived effectiveness of online advising, followed by interviews were conducted. Findings of the study and implications for improving online guidance services will be presented.

26B-k: Smart apps: An analysis of educational applications available on smartphones and the implications for mobile learning (D&D).
Jessica Briskin; Mike Montalto-Rook, Tutaleni L. Asino, Yaozu Dong, Penn State University
One of the more recent trends in education is the use of mLearning (i.e. mobile learning). In this presentation, we provide an overview of mLearning and describe our findings from an analysis of educational applications on smartphones. Our overview will include the opportunities and challenges that accompany the use of smartphones for mLearning, as well as implications for future research on educational applications available on the BlackBerry, Android, and iPhone.
223. State Affiliates Poster Session  
2:15 to 3:15 pm  
Lobby Level: Grand Ballroom C  

Presenters: **Jana Dixon**, Arkansas Association of Instructional Media; **Charles White**, New England School Library Association & AECT Past President  
**Leslie Blatt**, New Jersey Association for School Librarians  

AECT is fortunate to have formal connections to several state affiliate groups, including the Arkansas Association of Instructional Media, the Georgia Association for Instructional Technology, the Florida Association for Media in Education, the New England School Library Association, and the New Jersey Association for School Librarians. Join us in this special poster session to learn about the many exciting initiatives and activities of our collaborating organizations!  

Facilitator: **Barbara Lockee**, Virginia Tech  

224. PIES - Personalized Integrated Educational System  
2:15 to 3:15 pm  
Lobby Level: Grand Ballroom D  

Presenter(s): **Charles M. Reigeluth**, Indiana University; **Sinem Aslan**, Indiana University; **Elliott Jordan**, Indiana University; **Zihang Shao**, Indiana University; **William Watson**, Purdue University  

This presentation describes recent advances in the design of a modern, information-age educational technology system that incorporates many vital functions to meet educational needs, including record keeping, planning, instruction, assessment, communications, administration, and more. It incorporates the latest Web 2.0 tools and resources available. Having a flexible, open source architecture, it has backward, current, and forward-looking capabilities to guide and assess students’ progress and help make available and deliver personalized instruction.  

225. D&D Best Practice Awardee Presentation  
2:15 to 3:15 pm  
Lobby Level: Grand Ballroom E  

Presenter: **Elizabeth Boling**, Indiana University  

226. T&P Research on Performance (2)  
2:15 to 3:15 pm  
Lobby Level: Grand Ballroom F  

Presenter(s):  

a. **The Effectiveness of Simulation Environments in Technical Task Performance Training: A Meta-Analysis.** **Elena Novak**, Florida State University; **Eric Sikorski**, Florida State University; **Tristan Johnson**, Florida State University  

This paper presents a review and meta-analysis of studies that used simulation environments for cognitive technical task performance and training over the last 25 years. Studies selected for this review were part of a large-scale literature analysis conducted for modeling the impact of various training strategies on task performance in the IMPRINT system. Of the 45 articles included in statistical meta-analysis used to develop the IMPRINT algorithm, 16 employed simulation-based training environments.  

b. **Validation of Natural Language Representations and Concept Maps Using Reference Models.**  
**Tristan Johnson**, Florida State University; **Selcuk KARAMAN**, Ataturk University; **Anne Mendenhall**, Florida State University; **Gershon Tennebaum**, Florida State University; **Pablo Pirnay-Dummer**, University of Freiburg; **Dirk Ifenthaler**, University of Mannheim  

Natural language (text) representations and concept maps are becoming more used for knowledge and mental models elicitation. The main purpose of the current study is to test criterion validity for text representations and concept maps using reference models. To reach this aim, approximately 160 text and concept map representations of students were paired with reference model representations (original book text, expert concept map, and expert text model) for similarity analysis. The similarity analysis statistically compared and then validated two elicitation methods. One of results is that text representation has higher similarity with reference models. Strength and weakness of elicitations are discussed in terms of different similarity measures.  

Facilitator: **K. J. Saville**, Marshall University  

227. Effectively Creating the Bridge from Education to Career  
2:15 to 3:15 pm  
Lobby Level: Grand Ballroom G  

Presenter: **Chet Thomas**, ISM Films  

Chet Thomas is CEO of the 21st Century project-based learning system, Independent Student Media (ISM), and has over 15 years of experience in the film industry where he worked on such films as “Saving Private Ryan,” “Minority Report,” and “Amistad.” He has spent the last three years building out his company to effectively help educators, who teach media production or film, bridge the gap from education to the real world of getting a job in the career of their choice. Learn from his struggles and triumphs as he dissects the principles that apply to any college of learning. (For more see: www.ismfilms.com, www.ismfilmslite.com and www.sneakon.com)  

Facilitator: **Feihong Wang**, Virginia Tech
228. GSA Breakout Session #4: Submitting to TechTrends
2:15 to 3:15 pm
North Tower - 2nd Floor: Harbor Room
Discussant: Abbie Brown, East Carolina University
Facilitator: Yasemin Demiraslan, Iowa State University

229. Canadian Network for Innovation in Education (CNIE) Presentation: What factors facilitate student coping while learning online?
2:15 to 3:15 pm
South Tower - 2nd Floor: Madrid
Presenter: Kim Munich, British Columbia Institute of Technology (BCIT)
Nursing schools have offered distance courses for over 30 years, evolving from paper-based correspondence to online learning (Billings, 2007). This paper investigated the coping strategies undergraduate and graduate nursing students implemented while learning online at two universities in Canada. With a worldwide shortage of registered nurses, the use of online learning has been especially beneficial for professional education as it allows nurses to remain in the workforce while furthering their education. However, learning effectively in an online environment requires coping strategies to ensure working nurses can complete their studies while managing their multiple roles. To describe the nursing students' experiences of learning in an online web-based environment, a framework was developed based on three separate bodies of research. The educational categories of the Community of Inquiry model (Garrison & Anderson, 2003). The early research of Lazarus (1966, 1993) combined with his later work with Folkman (Folkman & Lazarus's 1985) that resulted in the Cognitive-Relational Theory of Emotion and Coping. Carver, Scheier and Wientraub (1989) provided more recent research on coping. Content analysis of the telephone interviews, online content and a follow up questionnaire, identified three main themes (a) factors that challenged student coping strategies (b) factors that facilitated student coping strategies and (c) self-directed coping strategies. Although this research is based on nursing students, the results could be considered applicable to other online learners. This presentation will address the factors that facilitated student coping.
Facilitator: Ken Potter, Virginia Tech

2:15 to 3:15 pm
North Tower - 2nd Floor: Salon I
Presenter(s): Vicki Napper, Weber State Univ.; Brian Belland, Utah State Univ.; Reo McBride, Central Michigan Univ.; Susie Gronseth, Indiana University
Ethical behavior is an important part of our professional presence and practice. Although cyber learning environments mirror many of the traditional components of instruction, there are also inherent differences because of the learning environment. This panel discussion considers how the various principles in the Code of Ethics may be applied through instructional design into cyber learning environments. Various facets of instructional design and the Code of Ethics for cyber learning environment are discussed.
Facilitator: Yanzhu Wu, Virginia Tech

231. New effectiveness study in high school economics: Is PBL a hot topic in K-12, again?
2:15 to 2:45 pm
North Tower - 2nd Floor: Salon II
Presenter(s): Jason Ravitz, Buck Institute for Education
Over the years, supporters of project-based learning (PBL) in K-12 have generally had to rely on limited research, weak research methods, and sometimes mixed results. Now, there is a strong experimental study supporting the effectiveness of PBL use in a high school subject. These “late-breaking” results -- from a federally funded, randomized controlled experiment in high school economics -- should fuel growing interest in this approach to instruction.
Facilitator: Yeonjeong Park, Virginia Tech

2:15 to 3:15 pm
North Tower - 2nd Floor: Salon III
Presenter(s): Aimee M. Brenner, Virginia Tech; Samantha Blevins, Virginia Tech
Second Life (SL) is a three-dimensional, virtual world that has been created by its residents through digital avatars. This presentation introduces educators to Second Life and aids them in conceptualizing how virtual worlds might become an effective instructional tool in their classroom or for professional development. Following a brief virtual field trip in SL, curricular examples and best practices in teaching and learning will be presented, as well as the process of integrating SL into a class, topic or subject. We will also discuss the challenges involved in using SL, including access, technological requirements, student training and expectations. Attendees will receive resources on signing up for and using SL for instruction.
Facilitator: Yanzhu Wu, Virginia Tech
233.  International Division: Innovative Use of Technology  
(2)  
2:15 to 3:15 pm  
North Tower - 2nd Floor: Salon IV  
Presenter(s):  

a.  Promises and Challenges of Open Educational Resources.  
*Ross Perkins, Boise State University*  
The goals of this presentation include providing attendees with an overview of Open Educational Resources (OER), bringing to light the challenges faced by those who want to contribute OER’s to the international community, offering responses to criticisms leveled at the movement, and facilitating a discussion about context and cultural considerations of designers and distributors.

*Troy Leigh Cox, Brigham Young University*  
Speaking is an important skill non-native speakers need to interact with others; yet, many language programs don’t assess it because it is cost-prohibitive. One cost-effective alternative uses free Automatic Speech Recognition (ASR) software to rate Elicited Imitation (EI) tests. This study will discuss EI as an oral language testing technique (administration and scoring), and report the results of 179 students who took an EI Test as a placement test.

Facilitator: *Cengiz Hakan AYDIN, Anadolu University*

234.  DDL Online Teaching (f)  
2:15 to 3:15 pm  
North Tower - 2nd Floor: Salon V  
Presenter(s):  

Using Personal Learning Environments in Online Discussion Forums.  
*Lucas Jensen, University of Georgia*  
Does using a more informal, personalized online learning environment in online classroom discussion forums result in changes in motivation, engagement, perceived learning, ease of use, and satisfaction among participants? This study will explore and compare student responses and preferences within an online discussion forum when conducted in a learning management system (e.g. WebCT or Blackboard) versus an environment more typical of students’ daily non-educational Internet use (e.g. Google Groups or Facebook).

Facilitator: *Christopher T. Miller, Morehead State University*

235.  SICET General Session 2  
2:15 to 3:15 pm  
North Tower - 2nd Floor: Salon VI  
Facilitator: *Shuyan Wang, University of Southern Miss*

236.  From CMS to SNS: Educational Networking as Designed Experience  
2:15 to 2:45 pm  
North Tower - 2nd Floor: Salon VII  
Presenter(s):  

_Pearl Chen, California State University, Los Angeles_  
This study explored beyond possible uses of social networking sites (SNSs) in education by looking into the design of a SNS in comparison with a traditional course management system. Based on an emerging “experience design” approach, a number of design principles were considered within an experiential framework encompassing the realms of education, esthetic, escapist, and entertainment. The results of this study contribute to an alternative perspective for the study and development of innovative learning systems.

Facilitator: *Hongri Lian, Virginia Tech*

237.  Enhancing Your Design With Morae  
2:15 to 3:15 pm  
North Tower - 2nd Floor: Salon VIII  
Presenter(s):  

_Joi Moore, University of Missouri; Camille Dickson-Deane, University of Missouri_  
Morae, a user-experience testing software assists with determining how people use and view websites, e-courses, applications, computer tools, etc. This presentation will detail how to conduct a usability investigation, which can inform the design of technology-related product(s). Morae brings an awareness of the users’ perception of your product, thus encouraging design changes which can boost your website traffic or assist in illustrating how to increase user satisfaction.

Facilitator: *John Burton, Virginia Tech*

238.  T&P Moving to Expertise (2)  
2:15 to 2:45 pm  
South Tower - 2nd Floor: Seville  
Presenter(s):  

_Patterns of Patient Self-Management Expertise._  
*Scott Schaffer, Purdue University; Lisette Reyes, Purdue University*  
The expertise construct, commonly used in academic fields, will be introduced in the context of long-term illness self-management. Successful self-management of such health conditions depends on mastering complex skills such as problem-solving and decision-making. The current research
study, involving congestive heart failure patients, was aimed at examining patient expertise levels as part of a health tracking and coaching intervention. Self-management and problem-solving patterns distinguishing expert from non-expert patients will be discussed.

Facilitator: Stefanie Buck, Oregon State University

239. TED Online Professional Development
2:15 to 3:15 pm
South Tower - 1st Floor: Terrace A/B

Presenter(s):

a. A Blended-Learning Approach to Professional Development in Pre-K Mathematics and Science: Lessons from MyTeachingPartner. Kate Matthew, University of Virginia; Pat McGuire, University of Virginia; Mable Kinzie, University of Virginia; Youngju Lee, University of Virginia; Jean Foss, University of Virginia

This session demonstrates a blended learning approach of online and face-to-face professional development supports intended to improve Pre-K teachers’ math and science teaching skills and content knowledge. We will provide a theoretical framework for our just-in-time supports and an opportunity for participant interaction with our innovative online-supports. Design descriptions will be provided, along with authentic examples for the face-to-face supports. We will present the results of our qualitative analysis of teachers’ involvement with our approach.

b. Developing an Online Repository to Use Teaching and Learning with Technology Case Studies in Teacher Education. Hasan Cakir, Gazi University; Sami Sahin, Gazi University; Ridvan Kagan Agea, Gazi University

Although the case study method of instruction is widely utilized method in training and education of professionals, especially in medical, law, and economics education, it has limited use in pre-service teacher education. It is known that use of cases in instruction is an effective method of teaching new methods and technologies to a target audience. Integrating information and communication technologies into the teaching and learning in the classrooms is considered as a process of diffusion of innovation hence it is appropriate to use case based method of instruction and case-based reasoning tactics. However, there is a lack of cases that explain how experienced teachers use technology in their classes that pre-service teacher educator can use in their courses at the higher education level. The purpose of this project is to develop an online repository that contains use of information and communication technologies in classrooms by experienced elementary school teachers.

Facilitator: Barbara Rosenfeld, Brooklyn College

240. KSET Design and Development (1)
2:15 to 2:45 pm
South Tower - 1st Floor: Terrace C/D

Presenter(s):

Development of Learners’ Perceived Interaction Model and Scale between Learner and Instructor in e-Learning Environments. Minseok Kang, Kyung Hee Cyber University; Innwoo Park, Korea University

The purpose of this study is to identify the construct of learners’ perceived interaction between learner and instructor(LPILI) and to develop a set of valid measurement of it in e-learning environment. For the study, literature review and a statistical methodology was conducted and adapted. the result of this study suggests that this scale can be utilized as a valid instrument to measure learner-instructor interaction in e-Learning environment and provide meaningful implications interaction in e-learning environment.

Facilitator: Hyun Song Kim, University of Georgia

241. D&D Curriculum [Re]Design (2)
2:15 to 3:15 pm
South Tower - 1st Floor: Terrace E/F

Presenter(s):

a. Clarifying Learning Expectation: Development of Standard-Based Curriculum. Chien Yu, Joanne E. Beriswill, Mabel Okojie, Minyan He, Mississippi State University

The purpose of this presentation is to present the process of developing a comprehensive standard-based curriculum. In this presentation, the presenters will discuss how they have integrated different standards into their curriculum redesign, and what principles, strategies and issues have evolved during the process. The presenters gather information from a range of disparate sources and seek to present a comprehensive approach for curriculum structure and development.

b. Theory Versus Reality: Redesigning the Introductory Course on Instructional Design - Human Performance Technology to Address Student Shortcomings. Saul Carliner, Ann-Louise Davidson, Concordia University

Villachica, Marker & Taylor (2010) reported that recent graduates of educational technology
programs “could not perform [instructional design tasks] to expectations in spite of assistance, or performed to expectations with a lot of assistance” (p.33). Based on our experience of teaching an introductory Human Performance Technology (HPT) course that also introduced instructional design, we shared that concern. So we redesigned the course, which was originally developed in the late 1990s and according to the prevailing thinking at the time, to address the practical realities we encountered in the classroom. Choices—some of which might seem to run counter to currently prevailing thought—including dividing the introduction of instructional design from HPT, replacing a group project with individual ones, and teaching part of the course using a process-oriented approach, and the rest using a problem-oriented approach. This session explains our choices.

Facilitator: Monica Tracey, Wayne State University

2:15 to 3:15 pm
South Tower - 2nd Floor: Valencia
Presenter(s): Tom Atkinson, University of Central Florida
As virtual worlds increasingly augment the physical world, our experience has become a convergence of realities through text, media, the Web, and now virtual worlds into a dimension as vast as space and as timeless as infinity, a dimension between imagination and the knowledge of one’s physical reality that forms the “Metaverse”.
This presentation examines the evolution of web technologies into the convergence of physical and virtual worlds through development of the AECT_SL Project.
Facilitator: Heather Rideaux-Henry, University of Central Florida

243. Playtest as Embedded Formative: Anchoring Assessment in Digital Game-based Learning
2:45 to 3:15 pm
North Tower - 2nd Floor: Salon II
Presenter(s): Joan Mazur, University of Kentucky; Gerry Swan, University of Kentucky
Fifteen inservice teachers enrolled in a week-long summer institute on Digital Game-based Learning participated in a ‘playtest’ designed as anchored assessment. The collaborative, location-based game scenario used digital thermometers to record various temperature challenges - ‘Hot Spots and Cool Places’ in a downtown city and post results to an online Google Maps ‘game board.’ The debriefing explored and extrapolated participants’ prior knowledge of heat and light proved an effective anchor for assessment and motivating further inquiry.
Facilitator: Yeonjeong Park, Virginia Tech

244. Smart Phones and Smart Users: Exploring Smart Phones’ Use in Distance Education.
2:45 to 3:15 pm
North Tower - 2nd Floor: Salon VII
Presenter(s):
Smart Phones and Smart Users: Exploring Smart Phones’ Use in Distance Education. Eddie Gose, University of Hawaii
With the popularity of smart phones on the rise, students are using their mobile devices to access everything from email to their social networks. The purpose of this research is to explore if students are accessing their online courses via their phone. The researcher also wants to test and share whether some of the design principles of online course development transfers to the mobile device environment.
Facilitator: Hongri Lian, Virginia Tech

245. KSET Technology Integrated Learning (2)
2:45 to 3:15 pm
South Tower - 1st Floor: Terrace C/D
Presenter(s):
The Effect of the Model Facilitated Learning and Learners’ Character on Problem Solving Tasks Utilizing Technology Integrated Tool. Hyewon Kim, Korea Cyber University; Kyujung Han, GongJu National University of Education
The purpose of this study was to examine the effect of the Model Facilitated Learning(MFL) and learners’ character on problem solving tasks utilizing technology integrated tool. In order to achieve the purpose 192 elementary school students were participated in this study. Dynamic mathematics software for the math education was used for conducting tasks. The results indicated that there was a statistically significant difference between the MFL and non-MFL task learning groups and the advanced and novice learner group on transfer test.
Facilitator: Seung Won Park, University of Georgia
246. AECT General Session #2  
3:30 to 4:30 pm  
Lobby Level: Grand Ballroom A  
Keynote Presenter: Dr. Darcy W. Hardy, Assistant Vice Provost for Technology Education Initiatives at University of Texas – San Antonio.  
Refer to the keynote address descriptions, p. 6.  
Facilitator: Barbara Lockee, Virginia Tech

247. SICET Board of Directors Meeting  
3:30 to 4:30 pm  
North Tower - 2nd Floor: Laguna Suite  
Chair: Shuyan Wang, University of Southern Miss

248. AECT Affiliates Reception  
5:00 to 6:00 pm  
Lobby Level: Grand Ballroom E  
Facilitator: Barbara Lockee, Virginia Tech

249. Multimedia Production Awards Reception  
5:30 to 7:00 pm  
North Tower - 2nd Floor: Salon VII & Salon VIII  
Facilitators: Bill Sugar, East Carolina University; C. Sebastian Loh, Southern Illinois University Carbondale; Florence Martin, University of North Carolina – Wilmington; Edwin Vega, SUNY Plattsburgh; John Curry, Oklahoma State University; Robert Appelman, Indiana University Bloomington

250. International Dinner & Auction  
6:00 to 9:00 pm  
North Tower - 1st Floor: Garden 4  
Chair: Ross Perkins, Boise State University  
Join 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. A ticket is required for dinner, although all are welcome to attend the auction.

251. KSET Board of Directors Meeting  
6:45 to 9:00 pm  
Lobby Level: TusCA Restaurant  
Chair: Il-Hyun Jo, Ewha Womans University  
Meet at 6:45 to go to the TusCA Restaurant for the KSET Board of Directors meeting.

253. ISMF Opening  
7:00 to 9:00 pm  
Lobby Level: Grand Ballrooms A, B, C, D

254. AECT Intern Breakfast Meeting - Friday  
7:00 to 8:00 am  
North Tower - 2nd Floor: Harbor Room

255. School Media & Technology (SMT) & Teacher Education (TED) Breakfast  
7:30 am to 9:00 am  
Lobby Level: Grand Ballroom G  
Facilitators: Leslie Blatt, New Jersey Association for School Librarians; David Carbonara, Duquesne University; Susan Stansberry, Oklahoma State University

256. TED Games in the Classroom (1)  
8:00 am to 9:00 am  
South Tower - 2nd Floor: Barcelona  
Presenter(s):  
Homemade PowerPoint Games in a High School Science Setting. Jason Paul Siko, Wayne State University; Michael Barbour, Wayne State University; Sacip Toker, Wayne State University  
This study examined the use of homemade PowerPoint games in a secondary environmental chemistry classroom, comparing the performance on two unit tests between a control group and a group that created PowerPoints games. Results were mixed; with no significant difference in performance on one unit test and students who designed the games performed significantly better on the other unit test. There was also an increase effect for students who created games for both tests.  
Facilitator: T J Kopcha, University of Georgia

257. ECT Foundation Meeting  
8:00 am to 10:30 am  
South Tower - 2nd Floor: Commodore Boardroom  
Chair: T. Weston Miller, Earlham College

258. ISMF Lab/Workshop A - Friday  
8:00 am to 5:00 pm  
North Tower - 1st Floor: Garden 1

259. ISMF Lab/Workshop B - Friday  
8:00 am to 5:00 pm  
North Tower - 1st Floor: Garden 2

260. ISMF Lab/Workshop C - Friday  
8:00 am to 5:00 pm  
North Tower - 1st Floor: Garden 3

261. ISMF Lab/Workshop D - Friday  
8:00 am to 5:00 pm  
North Tower - 1st Floor: Garden 4
262. Reflection Paper Session 31B
8:00 am to 9:00 am
Lobby Level: Grand Ballroom B
Presenter(s):

a. **Connected and Still Connecting: Exploring Connectivism as a Framework for Creative Productivity in Instructional Technology (RTD).**
   *Gregory Clinton, University of Georgia; Eunbae Lee, University of Georgia; Regene Logan, University of Georgia*

In the field of instructional technology, working professionals find themselves in a world of rapidly changing information. By engaging with both professional and personal communities simultaneously via the Internet, IT professionals can stay “connected” to information in its real-time form. Using Connectivism as a framework, this survey-based study explores ways in which IT professionals manage their rapidly changing work environment and enhance their creative productivity through the use of Web 2.0 technologies.

b. **Dissolving Contradiction in Diversity-Performance Debate: A Social Network Analysis Approach (RTD).**
   *Il-Hyun Jo, Ewha Womans University*

Research on how the diversity of a team affects its learning and performance is marked by a sharp debate between two views. According to the pessimistic view, demographic diversity is problematic because it introduces social divisions that hinder effective teamwork. The optimistic view contends that having a diverse membership improves a team’s performance. This research examines the overall effect of demographic diversity by analyzing how the social network variables affect team learning and performance.

c. **Preparing Brazilian Students for an American Culture Immersion: how can online technologies offer support? (INTL).**
   *Daisyane Barreto, University of Georgia*

This paper will investigate how an online multicultural education course can facilitate the intercultural experience between Brazilian and American students enrolled in higher education institutions. The focus of this paper will be on the Brazilian undergraduate students’ perceptions since they will take this online multicultural education course as a preparation for their study abroad experience in the United States. A qualitative research design will be employed to describe Brazilian students’ perceptions of this experience.

d. **The Projected Impact of Bluetooth Technology in eLearning in Developing Countries (INTL).**
   *Temba C. Bassoppo-Moyo, Illinois State University*

This paper examines the current and projected effects of Bluetooth technology in online and classroom instructional environments in developing countries. The paper also examines the extent to which this innovation has changed technology integration in the classroom particularly in underserved areas within the United States and developing countries. The paper also examines the potential influence of Bluetooth technology in the field of instructional technology and design.

Facilitator: *Tonia Dousay, University of Georgia*

263. Reflection Paper Session 31C
8:00 am to 9:00 am
Lobby Level: Grand Ballroom C
Presenter(s):

a. **Case-Based E-Learning for Solving Real-World Engineering Design Problems: Nurturing Epistemic Growth for Engineering Students (D&D).**
   *Ikseon Choi, Yi-Chun Hong, Nadia Kellam, David Gattie, & Melissa Gay, University of Georgia*

Real-world engineering design is a complex, ill-defined problem. One important factor that influences the performance of solving ill-defined, real-world problems is personal epistemic positions. In this paper, we present an ongoing research project on exploring case-based pedagogy to promote engineering students’ epistemic development and to enhance their ability to solve real-world design problems.

b. **Development of Instructional Design Expertise in a Blended Learning Environment (D&D).**
   *Victor Law, Deniz Eseryel, Xun Ge, University of Oklahoma*

The purpose of this case study is to examine how different factors in a blended learning environment affect the development of instructional design expertise. The preliminary results suggest that students model their peers based on content, perceived expertise, and their study strategies. In addition, students spent significant amount on time above the class requirement in online forum discussions, but some of them still prefer the face-to-face interactions.

c. **The Impact of Self-regulated Feedback on Learning in Computer-based Learning Environments (D&D).**
   *Antje Schatta, Helmut M. Niegemann, University of Erfurt*

The requests of this study were to develop and
evaluate self-regulated feedback for complex learning tasks. The principles for the design of self-regulated feedback are the attempt to find a simple technical solution for multimedia learning. The effects of these feedback forms on learning were examined in a computer-based learning environment. We suppose that feedback, including typical errors will be more useful than sample solutions.

d. Transitioning from Face-to-Face to Online Learning: A Case Study (D&D). Renee Marie Pilbeam, Arizona State University; Angela Barrus, Arizona State University
The purpose of this session is to present a case study examining the process of transitioning a previously face-to-face course to an online version. Design decisions at each stage of the ADDIE model, with accompanying justifications and implications, will be presented along with measures of student attitudes toward the course, student achievement, and instructor/designer’s attitude changes. Accounts of instructor insight throughout teaching of the course and retrospective reflection of the design process will also be presented.

e. Using ADDIE to design an online training module for a college Housing Department (D&D). CHIA-JUNG Lee, University of Georgia; Szu-Yueh Chien, University of Georgia
The purpose of this research is to investigate the implementation of using ADDIE model to develop an online training module for the new desk assistants in the Housing Department at a southeast university in America.

Facilitator: Yunjeong Chang, University of Georgia

264. D&D Collaborative Learning (2)
8:00 am to 9:00 am
Lobby Level: Grand Ballroom D
Presenter(s):

a. An Instructional Design Model for Collaborative Learning Based Robotics Environments. Nuri KARA, Middle East Technical University, Computer Education and Instructional Technologies; Kursat Cagiltay, Middle East Technical University, Computer Education and Instructional Technology Department
In this paper, a new instructional design model towards the integration of Lego Robotics to the learning environments will be offered. The components of the model will be analyzed in a detailed way in terms of using Robotics technology in educational environments. The applications of Lego Robotics in learning situations, and characteristics of Collaborative Learning, also, will be focused on particularly.

b. Collaborating with More Than Written Words in Online Learning: A Study on a Multimedia Presentation Tool. Fei Gao, Ohio University; Ke Zhang, Wayne State University
This paper explored the educational potential of a collaborative multimedia presentation tool - VoiceThread. A study was conducted in an online course to investigate how VoiceThread could be used to support online discussions in a master-level online class. The findings and discussions address practical implications for effective use of VoiceThread and similar tools in online education. Future research directions will be discussed.

Facilitator: Eric Sikorski, Florida State University

265. The New Media Consortium and AECT
8:00 am to 9:00 am
Lobby Level: Grand Ballroom E
Presenter(s): Milton C. Nielsen, Texas State University-San Marcos; J. Michael Spector, University of Georgia; Trey Martindale, University of Memphis
AECT has just become one of the newest members of the New Media Consortium. NMC’s objectives, sparking innovation, learning and creativity, are very similar to those of AECT. We will discuss the background of NMC, its past and current projects, and future programs. We will also describe NMC’s initial certification effort and discuss its ramifications for AECT. Mike Spector, AECT President will give us the view from the leadership of AECT with an organizational and membership perspective. New resources are available to you.

Facilitator: Trey Martindale, University of Memphis

266. Evaluating Reliability and Validity Evidence for Merrill’s 5 Star Instrument
8:00 am to 8:30 am
Lobby Level: Grand Ballroom F
Presenter(s): Max Cropper, Utah State University
Ten university courses were evaluated to examine the reliability and validity evidence for Merrill’s 2007 5 Star instrument and three school online course evaluation instruments. Significant interrater reliably evidence was found for Merrill’s 5 Star instrument and the other three instruments. The school instruments provided divergent validity evidence for Merrill’s instrument. Merrill’s instrument ratings were more closely correlated to the student course evaluation ratings than the other instrument ratings.
269. Graduate Student Assembly Membership Meeting  
8:00 am to 9:00 am  
North Tower - 2nd Floor: Harbor Room  
Facilitator: Tutaleni I. Asino, Penn State University

270. DDL Issues in Cyberlearning (j) (2)  
8:00 am to 9:00 am  
South Tower - 2nd Floor: Madrid  
Presenter(s):

a. Factors affecting students’ perceptions on their learning experiences in an online class: An activity theory approach. Sunghye Lee, Syracuse University  
Cultural context of learners is an important factor that affect students’ perceptions of online learning experiences, because online learning environment is a multicultural environment in which learners bring various cultural backgrounds. The purpose of this study was to explore students’ learning experiences in an online learning environment, and investigate the contextual factors that influence these experiences. This study used case study methods and activity theory was introduced as an analytical framework to study contextual factors.

b. Effects of Learning Management Systems on Student and Faculty Outcomes. Beth Rubin, DePaul University; Ronald Fernandes, DePaul University; Maria D. Avgerinou, DePaul University; James Moore, DePaul University  
This presentation shares initial results of a study on the effects of different Learning Management Systems’ (LMS) affordances, and the use of their tools, on faculty and student outcomes. We found that faculty preferred Desire2Learn over Blackboard, and had wide variation in tool use. Quantitative results showed no significant differences in student engagement across LMSs, but tool use had a significant effect on teaching presence, cognitive presence, and satisfaction with the course and the LMS.

Facilitator: Xihin Han, Institute of Education, Tsinghua University, Beijing, China

271. ISMF Friday Workshop/Lab - E  
8:00 am to 5:00 pm  
North Tower - 2nd Floor: Salon I

272. ISMF Friday Workshop/Lab - F  
8:00 am to 5:00 pm  
North Tower - 2nd Floor: Salon II

273. MPD – Fantasy in Educational Game: In-depth approach through path analysis  
8:00 am to 8:30 am  
North Tower - 2nd Floor: Salon III  
Presenter(s): Seo Hyojin, Daejeon Metropolitan Office of Education, South Korea/Korea National University of Education  
In this study, we argue the benefits focused on academic achievements of an arena in which fantasy in educational game arouse interest, intrinsic motivation, and so on. The current study aims to address the following research questions that lie in through precedent study and literature review: 1. There is a significant effect of fantasy in educational game on academic achievements. 2. There is a significant effect of fantasy in educational game on interest, intrinsic motivation, and storytelling. 3. There is a significant effect of fantasy in educational game via interest, intrinsic motivation, and storytelling on academic achievements.

Facilitator: Karen Kaminski, Colorado State University

274. AECT NCATE Task Force Briefing  
8:00 am to 9:00 am  
North Tower - 2nd Floor: Salon IV  
Presenters: Tiffany A. Koszalka, Syracuse University; Tom Blevins, Bluefield State College; Ana Donaldson, Walden University  
Chair: Kay Persichitte, University of Wyoming  
In July 2010, AECT President Spector identified a small taskforce of AECT members to bring a recommendation to the AECT Board regarding whether or not AECT should continue our affiliation with NCATE as a Specialty Professional Association (SPA). His charge included five specific expectations culminating in a report to the Board with relevant recommendations. Join members of the task force and member(s) of the Board for a “briefing” on their findings and any consequent actions taken by the AECT Board at their pre-conference meeting.

Facilitator: Kay Persichitte, University of Wyoming

275. Managing the Business Side of Distance and E-Learning  
8:00 am to 9:00 am  
North Tower - 2nd Floor: Salon VI  
Presenter(s): Saul Carliner, Concordia University  
Beyond design and project management, successful distance and e-learning efforts require that organizations make a variety of key business decisions. (The definition of educational technology addresses the importance of these issues.) This session provides an overview of the key decisions, some of which organizations make
consciously, some of which organizations make unconsciously, but affect them all the same. The types of decisions mentioned include business models, strategy, business cases, processes, pricing, and marketing.

Facilitator: Xin Chen, Virginia Tech

276. MIM – Exploring African-American Women’s Perspectives towards and Experiences with Educational and Communications Technologies
8:00 am to 8:30 am
North Tower - 2nd Floor: Salon VII
Presenter(s): DEEPAK PREM SUBRAMONY, GRAND VALLEY STATE UNIVERSITY; Denice Hood, University of Illinois Urbana-Champaign

This qualitative case study explores African-American women’s perspectives towards and experiences with educational and communications technologies (ECT). By investigating the impact of ECT on the lives of African-American women in higher education - both post-secondary students as well as faculty/staff/administrators - the study especially seeks to describe the role of ECT in African-American women’s proactive self-identity formulation. In-depth interviews are conducted with 20 African-American women informants, followed by analysis of individual narratives to unearth meaningful themes.

Facilitator: Brandon C. Taylor, Northern Illinois University/Chicago State University

277. D&D Design Character (2)
8:00 am to 9:00 am
North Tower - 2nd Floor: Salon VIII
Presenter(s):

a. How do we Perceive Design Character in Educational Technology? Elizabeth Boling, Indiana University; Patricia L. Hardre, University of Oklahoma; Nilufer Korkmaz, Indiana University; Wylie Easterling, Indiana University; Tiffany Roman, Indiana University; Craig Howard, Indiana University

Researchers who study design and designing identify the character of the designer as fundamental to competent performance. While there is work to be done in identifying the specific definition and components of “character,” we have conducted this study to explore how the general construct is viewed and valued in educational technology. We report the results of a critical theory analysis conducted on virtual focus group discussions between instructors, scholars and practitioners of instructional design.

b. Exploring how development of judgment as part of design character is addressed in Instructional Design education. Nilufer Korkmaz, Indiana University

This study is a case study that explores how development of design judgment is addressed in an instructional design (ID) Masters program that prepares their students for various work environments. The purpose is to explore to what extent development of good judgment skills is valued in ID education; what types of activities are designed to help novice designers to develop good judgment skills by instructors, and how these are perceived by students and graduates of the program. The data is collected through semi-structured interviews with instructors, students, and alumni of this program.

Facilitator: Marcia Ashbaugh

278. Division on Systemic Change Membership Meeting
8:00 am to 9:00 am
South Tower - 2nd Floor: Seville
Chair: Sunnie Watson, Ball State University

279. International Forum 1
8:00 am to 9:00 am
South Tower - 1st Floor: Terrace A/B
Presenter(s): Chih-Hsiung Tu, Northern Arizona University

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

Facilitator: Xiaoxue Wang, Florida Gulf Coast University

8:00 am to 9:00 am
South Tower - 1st Floor: Terrace E/F
Presenter(s): David Dannenberg, Virginia Tech; Michael A Evans, Virginia Tech

This session presents a case study of the AECT’s Design and Development’s Second Life room. The project team will detail how the Second Life space went from a concept to reality, walking the audience through an abridged instructional design process. The presentation will detail the process of developing a space in Second Life into a functional learning environment. This session will be of particular interest to higher education faculty and corporate trainers.

Facilitator: Ayesha Sadaf, Purdue University
281. **SecondLife Sessions – Identity & Authentic Activities**

*8:00 am to 9:00 am*

*South Tower - 2nd Floor: Valencia*

Presenter(s):

a. **Identity and the Educational Community in Multi-user Virtual Environments.** *Rebecca Meeder, University of Hawaii; Peter Leong, University of Hawaii-Manoa*

Research reveals that identity plays a big part in regards to learning. Students often feel that what happens to their avatar in a Multi-user Virtual Environment in return happens to themselves. In this article, researchers investigate the link between Education students’ real life identities and their online ones. Findings reveal a connection between the students’ real life identities and the activities they participate in inworld. These activities include attending classes and creating learning objects.

b. **Designing Authentic Activities in a Virtual Environment for Language Learners in China.** *Xiaokai Jia, Leaunda Hemphill, Western Yuming Peng, Rachel Gough, Western Illinois University*

This presentation describes lessons learned in designing a Teaching English as a Foreign Language class in a virtual environment. A three-week course was developed and implemented to create an authentic learning environment for language learners in China. Five U.S. volunteers helped seven Chinese learners complete language learning tasks in Second Life. A wiki and an instant messaging tool helped the students to understand the learning activities and reflect on their learning experience.

Facilitator: *Heather Rideaux-Henry, University of Central Florida*

282. **RTD – From Novice to Expert: Transformation of Participation Structure**

*8:30 to 9:00 am*

*Lobby Level: Grand Ballroom F*

Presenter(s): *So Mi Kim, University of Georgia; Ruth Harman, University of Georgia*

From socio-cultural views, learning is seen as changing patterns of participation in specific social practices. Ideal learning environments are seen as a community of practice having authentic tasks and scaffolding. However, research into how authentic tasks and scaffolding interact at the micro-level of discourse has been limited. This study investigates a reading and writing curriculum unit with authentic tasks, questioning what kind of conflicts a teacher and students face and how they solve the conflicts.

Facilitator: *Marcus Childress, Emporia State University*

283. **IVLA – Video Games: How can their visual conceptual transaction structure be used in instruction?**

*8:30 to 9:00 am*

*North Tower - 2nd Floor: Salon III*

Presenter(s):

**Video Games: How can their visual conceptual transaction structure be used in instruction?** *David Moore, Ohio University; E-Ling Hsiao, Indiana State University*

Video games have become a multi-billion dollar industry; people of all ages play games on a daily basis. Game play is immersive, engaging and some would argue addicting. As a result, educators have long wondered if the medium can be used as a tool for education. Unfortunately, the results have been contrived and mixed at best. In most cases, educational video games are not particularly educational; they are not engaging; and, worst of all, not fun. In this presentation I suggest that the fundamental reason for the failure of educational video games results from a fundamental misunderstanding of the structure of successful game interaction. A successful video game interaction is based upon what I refer to as “visual conceptual transaction”, Games that provide an opportunity for this type of transaction have the potential to be engaging. Instructional goals that are congruent with a “visual/audio conceptual transaction” can leverage a gaming environment; likewise, instructional goals that are not visual/audio centric will not promote game interaction.

This presentation describes what a conceptual transaction is, demonstrates the principle in a variety of games, and concludes with an analysis of how the principle may connect with educational objectives.

Facilitator: *Karen Kaminski, Colorado State University*

284. **MIM – Struggles and Triumphs- A Female Minority Social Science Instructor’s Reflection on Sociology Web-conference Delivery to Facilitate Disadvantaged Learners**

*8:30 to 9:00 am*

*North Tower - 2nd Floor: Salon VII*

Presenter(s):

**Struggles and Triumphs- A Female Minority Social Science Instructor’s Reflection on Sociology Web-conference Delivery to Facilitate Disadvantaged Learners.** *Li-chin (Crystal) Huang, Univ. of Minnesota Twin Cities; Chippewa Valley Technical College*

This paper was a case study based on a social science instructor’s auto-bio ethnography. The
reflection highlighted struggles and success from a Diversity perspective. The instructor’s double consciousness intersecting with other master statuses transformed the advantaged and disadvantaged conditions with her students, of whom 96% were Caucasians, 53% were academically and 51% were economically disadvantaged. Various levels of factors contributed to this experiential teaching of Sociology via Web-conference (Microsoft Live Meeting) were examined.

Facilitator: Brandon C. Taylor, Northern Illinois University/Chicago State University

285. Professional Ethics Committee Presentation - Exploring the Code of Ethics: Cases and Discussions
9:15 to 10:15 am
South Tower - 2nd Floor: Barcelona
Members of the committee will present case study scenarios for existing and newly proposed principles for discussion.
Discussants: Vicki Napper, Weber State University; Susie Gronseth, Indiana University; Brian Belland, Utah State University

Facilitator: Feihong Wang, Virginia Tech

286. RTD Simulated Learning Environments (2)
9:15 to 10:15 am
South Tower - 2nd Floor: Granada

Presenter(s):

a. Analyzing Gameplay Data to Improve the Design of a Simulation Game. Rod Myers, Indiana University; Jake Enfield, Indiana University; Miguel Lara, Indiana University; Ted Frick, Indiana University
Designers must ensure that a simulation game provides an accurate representation of that which is to be learned. We discuss the findings of two related studies that examined gameplay data from the online Diffusion Simulation Game (DSG). These studies assessed the consistency of strategies that are effective in the game with those suggested by Rogers’ (2003) model of innovation diffusion. Our findings can be used to improve the fidelity of the DSG to Rogers’ model.

b. Effects of Instructional Gaming Characteristics on Learning Effectiveness, Efficiency, and Engagement of Basic Statistical Analytical Skills. Elena Novak, Florida State University; Tristan Johnson, Florida State University
This study explored instructional benefits of storyline gaming characteristic (GC) on learning effectiveness, efficiency, and engagement with the use of online instructional simulation for statistics students. In addition, this study examined the effect of storyline on specific learning outcomes. Students were randomly assigned to two treatment conditions: (1) Simulation+No GC and (2) Simulation+Storyline GC. Preliminary findings indicated that students from the Simulation+Storyline GC treatment reported significantly higher learning engagement levels compared to the Simulation+No GC treatment.

Facilitator: E-Ling Hsiao, Indiana State University

287. ISMF Keynote Address
9:15 to 10:15 am
Lobby Level: Grand Ballroom A

288. Reflection Paper Session 32B
9:15 to 10:15 am
Lobby Level: Grand Ballroom B
Presenter(s):

Open educational resources and learning objects have the potential to support learning in educational technology and distance education (Butcher & Wilson-Strydom, 2008). Based on the literature and National Standards of Education, we have created a web resource that can be used by teachers as a supplement for grade two English to enhance reading comprehension and critical and creative thinking skills. The product contains numerous teaching resources including: templates for story creation, example lessons and assessment.

b. Connecting Learning through Podcasting: A Case Study in Design and Implementation (D&D). Richard P. Long, Columbus State University; Dee Fabry, National University
Participants will learn about a three-stage design and implementation process for integrating podcasting to engage digital learners. The questions of what skills and knowledge do instructors need in order to successfully design and facilitate podcasting in courses and what skills do students need to successfully participate in the podcast will be addressed. Challenges and lessons learned will be shared so you can avoid some of the pitfalls.

c. Evaluating a Project-Based Computer Literacy Course: Tutorial Versus Simulation Instructional Design Practice Strategies (D&D). Angela Barrus, Arizona State University; Renee Marie Pilbeam, Arizona State University
The purpose of this formative evaluation is to investigate the use and effectiveness of technology-based instructional design strategies related to student practice and assessment activities in an
undergraduate course in Computer Literacy. The main goal of this formative evaluation is to determine which technology-based instructional strategy, tutorial or simulation-based practice, allowed students and instructors to best meet the goals and objectives of the course in a clear and motivating manner.

d. The Effects of Emotional Support and Cognitive Motivational Messages on Students’ Math Anxiety, Self-efficacy, and Math Problem Solving (D&D). Tami Im, Florida State University

The purpose of this study is to examine the effects of emotional support (coping strategy) and cognitive motivational messages (incremental belief) provided by pedagogical agents (instructor agent, peer agent) on math anxiety, self-efficacy, and math problem solving. GED students are proper participants for this study because they tend to have high math anxiety, low self-efficacy, and low math problem solving. Thus, emotional support and cognitive motivational messages might be good ways to help these students.

e. The Effects of the Indoor Environment on the Performance of Creativity Tasks: Instructional Design Considerations (D&D). Monica Burris, Syracuse University; Tiffany A. Koszalka, Syracuse University

The quality of the indoor environment is rarely investigated during the analysis or assessment phases of designing instruction. This interdisciplinary study proposed a theoretical model and experiment to investigate the effects of indoor environmental factors on levels of creativity and performance in an office environment. Such data may be important in designing physical instructional settings in the workplace where productivity and creativity are prized in the connected world. This research is unique and useful.

f. Usability Testing Of A University Library Web Site (D&D). Ferhat Kadir Pala, Hacettepe University; Hale Ilgaz, Hacettepe University; Tugna Altan, Hacettepe University; Murat Çinar, Hacettepe University; Hakan Tuzun, Hacettepe University

In this study, the usability test of Hacettepe University Library web site examined. For this purpose, the user group consisted of 9 participants including undergraduate, graduate students and academic personnel. 9 tasks were prepared to provide effective use of the library web site. The results may be useful for two aspects; for improving the library web site and for making a new usability test for the improved version of the site.

Facilitator: Szu-Yueh (Justine) Chien, UGA

289. Reflection Paper Session 32C
9:15 to 10:15 am
Lobby Level: Grand Ballroom C
Presenter(s):

a. A Game Environment for Developing a Conceptual Understanding of Multiplication (RTD). Andre R Denham, Arizona State University; Brian Nelson, Arizona State University

This session will introduce attendees to a video game environment designed to provide children with instructional support in deepening their conceptual understanding of multiplication through a combination of timed-drills and strategy instruction, and present preliminary findings from an upcoming study. At the conclusion of the session, attendees will have an understanding of the potential benefits of combining theory on games for learning with proven classroom intervention techniques for improving conceptual understanding of multiplication facts.


This design-based research presents an innovative approach for field trip employing cyber learning tools such as Google Map, ePortfolio and course website, and external facilities as GPS to offer situated learning in field trips. The presentation will detail the possible solutions and advantages of adopting a student self-guided field trip to overcome often-seen challenges in traditional field trip instruction, such as problems of passive learning, resources and time consuming on field trip planning and implementation.

c. Mr. SimMan Meets Thiagarajan: Using High Fidelity simulation to teach Nursing students. (RTD). Abbot Packard, University of West Georgia; Lessell (Marty) Bray, University of West Georgia; Cindy Epps, University of West Georgia; Betty Isoy, University of West Georgia

Since 2007 the nursing faculties of University of West Georgia have been using simulations to teach their students skills critical in the high stakes world of medical practice. This presentation will explore the theoretical underpinnings of these high-fidelity simulations as presented by Thiagarajan, a leading proponent of the use of simulations in business,
and link theory to practice by presenting a series of actual simulations designed and implemented by the faculty.

d. Perceptions of Researchers and Practitioners on Mobile Learning in Turkey (RTD). Nilgun Ozdamar Keskin, Anadolu University; Serpil Kocdar, Anadolu University

The purpose of this qualitative study is to explore the perceptions of the researchers and practitioners concerning m-learning in Turkey. The participants are 10 researchers and practitioners who are working on m-learning at several universities and companies in Turkey. Structured interviews will be held via e-mail in order to collect the data. A 9-questioned interview form has been developed by the researchers for data collection. The interviews will be completed by April, 2010.

e. Understanding and Supporting the Teachers Involved in Adopting a Mixed-Reality Embodied K-12 Environment (RTD). John Quick, Arizona State University; Wilhelmina Savenye, Arizona State University; David Birchfield, Arizona State University; Colleen Megowan-Romanowicz, Arizona State University; Ellen Campana, Arizona State University; Andreea Danilescu, Arizona State University; Christopher Martinez, Arizona State University; Lisa Tolentino, Arizona State University

Supporting the K-12 teachers involved in adopting a radical educational innovation requires that they be understood on a personal level. By capturing teacher concerns at multiple points during implementation, change facilitators can design personalized interventions that help educators proceed through the adoption process. AECT attendees will take away practical methods for employing the Stages of Concern approach and generalizable strategies for understanding and supporting educators during the change process.

f. The relationship between achievement and confidence in American Sign Language acquisition (RTD). David Moore, Ohio University; Jamie Smith, Ohio University; Lisa Koch, Ohio University

This project explores the relationship between confidence and achievement in the acquisition of American Sign Language. Specifically, the study will be attempting to ascertain whether there are gender differences in a ratio between achievement and confidence when learning signs from a computer-based instruction digital video demonstration. The application uses a specially designed online interactive research application to present the research interventions and to record responses.

Facilitator: Régene Logan, University of Georgia

290. Reflection Paper Session 32D
9:15 to 10:15 am
Lobby Level: Grand Ballroom D

Presenter(s):

a. An Action Research on Teaching an Educational Research Course in Cyber Learning Environments (ICEM). Heng-Yu Ku, University of Northern Colorado; Chatchada Akarasriworn, University of Northern Colorado

This action research focuses on how the instructor has integrated various functions of technology tools and teaching strategies into an Introduction to Educational Research course. Findings on the designing and implementing processes from the instructor’s point of view as well as students’ attitudes toward this online course will be shared and discussed.

b. Do We Provide Enough User Support for the Online Learning System? An Examination of Perceived Resources and Technology Acceptance Model and the Web-based Online Learning System (ICEM). Cheng-hsin Ku, Soochow University, Taipei, Taiwan

The purpose of the current research study was to examine the students’ perceived resources, perceived usefulness, perceived ease of use, attitude toward, and behavioral intention as the predictors of the usage of the web-based WebCT online learning system from the proposed Perceived Resources and Technology Acceptance Model (PRATAM). Those findings could bring the essential information and reference for administrators and instructional designers to improve students’ persistence and retention in online learning.


The purpose of this paper is to share an experience of integrating Web 2.0 tools for cross-cultural collaboration. Based on the experience of conducting a cross-cultural collaboration project between Taiwanese and US college students for three semesters, a procedure to implement this kind of project is proposed along with the considerations for integrating Web 2.0 tools into the design of collaboration. Through the presentation, more collaborators from around the global are encouraged to join project.
d. The Effect of Students’ Personality Traits on Cognitive Learning Process and Satisfaction in a Computer-Mediated Communication Environment (ICEM). Chatchada Akarasriworn, University of Northern Colorado; Heng-Yu Ku, University of Northern Colorado

The purpose of this study is to determine the effect of students’ personality traits (Introversion vs. Extroversion) on their cognitive learning process in asynchronous communication and satisfaction toward three various communication modes (asynchronous, synchronous-whole group class, and synchronous-small group) in a computer-mediated communication environment. Findings of students’ personality traits affecting on students’ cognitive learning process and students’ satisfaction by experiencing these three online communication modes will be investigated and discussed.

Facilitator: Eunbae Lee, University of Georgia

291. Teacher Education Membership Meeting
9:15 to 10:15 am
Lobby Level: Grand Ballroom E
Chair: Susan Stansberry, Oklahoma State University

292. Multimedia Production Membership Meeting
9:15 to 10:15 am
Lobby Level: Grand Ballroom F
Chair: Doris U. Bolliger, University of Wyoming

293. School Media & Technology Membership Meeting
9:15 to 10:15 am
Lobby Level: Grand Ballroom G
Chair: Leslie Blatt, New Jersey Association for School Librarians

294. GSA Breakout Session #5: Conversation with the AECT President-Elect
9:15 to 10:15 am
North Tower - 2nd Floor: Harbor Room
Discussant: Ana Donaldson, Walden University
Facilitator: John Hill, Colorado State University

295. Intellectual Property Committee Meeting
9:15 to 10:15 am
North Tower - 2nd Floor: Huntington Suite
Chair: Preston Parker, Utah State University

296. TED Online Tools for Improving Teaching and Learning (2)
9:15 to 10:15 am
South Tower - 2nd Floor: Madrid
Presenter(s): Preparing In-Service Teachers for Virtual Schooling, Michael Barbour, Wayne State University; Kelly Unger, Wayne State University

In 2006 Michigan became the first state to require students to have an online learning experience in order to graduate. As more states follow suit, and as K-12 online learning continues to grow exponentially, teacher education programs need curriculum that support teachers with understanding how to implement and support K-12 online learning in their own schools. Based on two years of data collected as a part of an action research project, this presentation will discuss how one university adopted and revised the Teacher Education Goes Into Virtual Schooling curriculum to prepare its Master’s level students to support virtual schooling.

b. Helping Student Teachers Complete the Teacher Performance Assessment through an Online Mentoring Community. Jennifer Nelson, Carmen Weaver; Trey Martindale, University of Memphis

In this session we will explain the new, rigorous teacher performance assessment (TPA), which is being implemented across Tennessee and other states, and what TPA means for teacher preparation programs. We will describe how the University of Memphis uses an online mentoring and community system to support teacher candidates. We will report our analysis of synchronous and asynchronous mentoring sessions as applied to issues of teacher retention, isolation, early career success, and the TPA.

Facilitator: Joan Harris, University Elementary School

297. Empowering Women Leadership in the field of Educational Technology
9:15 to 10:15 am
North Tower - 2nd Floor: Salon III

Presenter(s): Ana-Paula Correia, Iowa State University; Yanghee Kim, Utah State University; Barbara Lockee, Virginia Tech; Patricia A Miller, Channel 5 Public Broadcasting; Sharon Smaldino, Northern Illinois University; Patricia Young, University of Maryland Baltimore County

Discussants: Eunjung Oh, University of Georgia; Heather Leary, Utah State University; Nari Kim, University of Wisconsin–Oshkosh; Abigail Hawkins, Brigham Young University; Evrim Baran, Iowa State University

Early-career women often have difficulty finding mentoring and leadership opportunities in educational technology. In this interactive, panel session, six successful female leaders in the field share how they navigated their career paths and give advice on finding mentors, models, and leadership opportunities. Session includes both large- and small-group discussions. Panelists include Dr. Ana-Paula Correia, Dr. Yanghee Kim, Dr. Barbara Lockee, Dr. Patricia Miller, Dr. Sharon Smaldino, and Dr. Patricia Young.

Facilitator: Eunjung Oh, University of Georgia
298. TED Teacher Professional Development Models (1)  
9:15 to 10:15 am  
North Tower - 2nd Floor: Salon IV  
Presenter(s):  

Teacher Professional Development Models: Inquiry into Concurrent Versus Separate Technology and Pedagogical Knowledge and Use. M Brooke Robertshaw, Jeffrey Olsen, Andrew Walker, Utah State University  
Examining two iterations of a teacher professional development workshop series, a qualitative inquiry into the extent to which teacher espoused knowledge and in-use teacher knowledge was affected by teaching technology skills concurrently and separately with the problem-based learning model was examined. Using data collected from pre-post surveys and journals, a stratified purposeful selection of three participants from both workshop iterations were selected based on overall PBL and self-reported technology knowledge scores.  
Facilitator: Aimee M. Brenner, Virginia Tech

b. How to Teach Students to Learn: Techniques Used to Increase Student Capacity to Self-Direct Learning. Gregory Francom, University of Georgia  
In our changing world, future graduates will need to be able initiate their own learning projects, finding and using information effectively to perform tasks. In short, they will need self-directed learning skills. However, higher education continues to focus mainly on the transmission of knowledge rather than enhancing student ability to learn independently. This presentation will present three different models specifically used to foster self-directed learning skills and outline the essential elements of these approaches.

299. Better than Face to Face  
9:15 to 9:45 am  
North Tower - 2nd Floor: Salon VI  
Presenter(s): David Megill, Don Megill, Coast Learning  
The holy grail of online curriculum development is that the online learning experience might be even better than the equivalent face to face experience. After trying to create such a better mousetrap for many years we may have stumbled onto something that succeeds. And, of course, it proved to be under our noses all along.  
Facilitator: Hongri Lian, Virginia Tech

300. MIM – From Graduate School to Tenure and Beyond: A Frank Discussion of the Challenges and Opportunities in Tenure-Track Faculty Positions  
9:15 to 10:15 am  
North Tower - 2nd Floor: Salon VII  
Presenter(s): Angela Benson, The University of Alabama; Joi Moore, University of Missouri; Robert Branch, University of Georgia  
Facilitator: Brandon C. Taylor, Northern Illinois University/Chicago State University

301. D&D Student-centered Design (2)  
9:15 to 10:15 am  
North Tower - 2nd Floor: Salon VIII  
Presenter(s):  
Self-regulated learning (SRL) is defined as thoughts, feelings, actions, and behaviors generated by learners to systematically and intentionally attain their goals (Boekaerts, 1996; Zimmerman, 2000). A few past conceptual frameworks of SRL are identified, and based on the commonalities and limitations a new conceptual framework is introduced. In addition, implications on instructional design of how to teach students to be more self-regulated are discussed.

b. Simulation or Computer Based Case: Which is More Effective for Teaching Diagnostic Reasoning. Rebecca Wilson, Arizona State University; James Klein, Arizona State University; Debra Hagler, Arizona State University; Nancy Baumhover, Arizona State University  
Problem solving skills, particularly diagnostic reasoning skills, are central to the practice
of nursing and frequently taught using case analysis. Emerging technologies in simulation provide a new approach to case presentation. This study investigates the relative effectiveness of human patient simulation and computer-based case presentation on development of diagnostic reasoning skills. This presentation will focus on the results of this study and implications for selecting strategies for case presentation to support diagnostic reasoning.

Discussant: Lauren Cifuentes, Texas A&M University
Facilitator: TJ Kopcha, University of Georgia

304. D&D Educational Game Design (2)
9:15 to 10:15 am
South Tower - 1st Floor: Terrace C/D
Presenter(s):

a. Designing an Educational Game to Promote Knowledge Transfer and to Leave Learning Legacies, Jun Fang, Purdue University; Johannes Strobel, Purdue University; Constance Harris, Purdue University; Annette Tomory, Purdue University.

The goal of this study was to investigate how the educational game design process impacted the transfer of content knowledge as well as to examine the potential benefits of leaving learning legacies. The analysis of qualitative data including check-in assessment, observation notes, worksheets, follow-up interview and artifacts revealed that the game design process enhanced students' acquisition of the replicative, applicative and interpretive knowledge. Participants left a game as well as resources, perspectives and suggestions as learning legacies, from which peers and future learners would benefit. The findings would empower educators and researchers to realize the full potential of games in education settings.

b. Design and Development of National Pastime, a citizenship education video game on the internment of Japanese-Americans. William Watson, Christopher Mong, Purdue University

This presentation will describe the design and development of the citizenship education game, National Pastime, and demonstrate the current version of the game. In National Pastime, players play the role of a Japanese-American child imprisoned with his family in the internment camps during World War II. The presentation will be of strong interest to those interested in the design, development, or implementation of educational video games.

Facilitator: Michael A Evans, Virginia Tech

305. DDL Issues in Cyberlearning (g) (2)
9:15 to 10:15 am
South Tower - 1st Floor: Terrace E/F
Presenter(s):

a. Examining Repair Sequences and Technical Difficulties in an Online Synchronous Course. Yvonne Earnshaw, Florida State University; Vanessa Dennen, Florida State University

Online synchronous courses are heavily technology dependent. The same technology that facilitates learning may also, due to either technological or user error, distract from learning. In this paper we present the findings of a study of audio communication problems during WebEx course sessions. Through a conversation analysis approach, we illuminate common problems and related patterns of confirmation strategies and repair sequences.

b. The effects of guided inquiry questions on students’ critical thinking skills and satisfaction in online argumentation. Woon Jee Lee, Florida State University; Hae Young Kim, Florida State University; Kristanti Puspitasari, Florida State University; Allan Jeong, Florida State University

The purpose of this study was to examine the effects of guided inquiry questions on students’ critical thinking skills and satisfaction in online arguments. One group of two received guided inquiry questions while the students participated in an online discussion. This study indicates that providing guided inquiry questions may be a good strategy to improve students’ critical thinking skills and implies future research on the effects of scaffolding on students’ satisfaction in online learning.

Facilitator: Kim Hosler, University of Northern Colorado

306. SecondLife Sessions - Gamers/Non-Gamers & Scenario-Based Learning (2)
9:15 to 10:15 am
South Tower - 2nd Floor: Valencia
Presenter(s):

a. “The Virtual World Rubs Me the Wrong Way”:
Gamers and Non-Gamers in Second Life. Aimee deNoyelles, University of Cincinnati

The purpose of this session is to explore the experiences of men gamers and women non-gamers in a learning community in Second Life. Study results found women non-gamers were granted less access to the community due to lack of technical skill. In addition, beliefs about the nature of the virtual world also affected participation. This session will provide insight into how Second Life
activities can be designed in order to support all learners, regardless of gaming status.

b. **Scenario-Based Learning Using Second Life: Information Security Education.** Angsana Techatassanasoontorn, Penn State University; Chakorn Techatassanasoontorn, Penn State University

This research develops and evaluates a scenario-based learning module on information security using Second Life. The module aims to teach important technical and behavioral security mechanisms. Teams of students are asked to open virtual stores in Second Life and compete to sell products. During the learning process, attacks will be launched against weak security setup. Team performance is evaluated by three criteria: a money balance, the information security score, and the number of products acquired.

Facilitator: **Heather Rideaux-Henry**, University of Central Florida

307. **Faculty Perceptions of the Factors Enabling and Facilitating their Integration of Instructional Technology in Teaching**
9:45 to 10:15 am
North Tower - 2nd Floor: Salon VI

Presenter(s): **C. Michael Sturgeon**, Lee University; **Michael L. Waugh**, The University of Tennessee at Knoxville

This study aimed to identify facilitative factors that enable faculty to integrate instructional technologies. The instrument measured practices and perceptions of 427 higher education faculty. Findings showed statistically significant correlations between the teaching with technology subscale and various demographic variables. Results suggest personal use to predict university faculty use of technology in teaching. Results indicated generational differences. Personal requirements subscale indicated the primary requirement for using technology was the promise to enhance students' learning.

Facilitator: **Hongri Lian**, Virginia Tech

308. **DDL The Continuing Evolution of DL (a) (2)**
10:30 to 11:30 am
South Tower - 2nd Floor: Barcelona

Presenter(s):

a. **Operationalizing online interaction in distance education: A register comparison of IRC and MMORPG corpora.** Bodi Anderson, Northern Arizona University

This study examines the need for operational definitions for 'interaction' in distance education studies. It is proposed that a register analysis of linguistic features conversation noted as being representative of interaction can be used to operationalize interaction in synchronous CMC. This study goes on compare two different registers; an IRC register and a Massive Multiplayer Online Role Playing Game to explore the theoretical claim that such virtual learning environments have higher levels of interaction.

b. **A Model of Pedagogical Framework and Software Architecture for Integrated E-Learning Environment in China Universities.** Xibin Han, Institute of Education, Tsinghua University, Beijing, China; Yingqun Liu, Institute of Education, Tsinghua University, Beijing, China; Qian Zhou, Institute of Education, Tsinghua University, Beijing, China

After reviewing the problems of applied e-learning systems in China universities, a model of pedagogical framework and software architecture has been proposed and key technical issues addressed. The model integrates the isolated and single-functioned systems into a whole e-learning environment to facilitate and support diversified e-learning strategies and information exchanges among the systems. The effectiveness of the model is verified by its implementation in over 60 China universities.

Facilitator: **Anthony Pina**, Sullivan University System
b. **Web2Quests (Web 2.0 WebQuests).** **Serhat Kurt**, Ataturk University

This paper describes the process of creating Web 2.0 based WebQuests. It also discusses students’ responses to it. The Web 2.0 WebQuest has three defining features (1) Web 2 design style (2) integration of Web 2 services and trends such as blogs, social networking sites and wikis (3) use of Really Simple Syndication (RSS).

Facilitator: **Thomas Hergert**, St. Cloud State University

**311. International Division Membership Meeting**

10:30 to 11:30 am
Lobby Level: Grand Ballroom A
Chair: **Ross Perkins**, Boise State University

**312. Reflection Paper Session 33B**

10:30 to 11:30 am
Lobby Level: Grand Ballroom B
Presenter(s):

a. **Combining lesson planning, visual searching, and communication: A study of a collaborative image-based bookmarking tool (SMT).** **Mike Montalto-Rook, Jarrin Sperry, Chakorn Tchatakansawasootorn, Heidi Van Middlesworth,** Penn State University

A collaborative image-based bookmarking tool enables multiple educators to work together to create, save, and share an image-based collection of resources. This collection could then be accessed in any classroom and provide a direct link to many different Internet resources. This presentation will not only provide an example of such a system, but also outline the design process and provide implications and questions for further research based on usability tests of the system.

b. **Determining a Role for Digital Fabrication in the Elementary Classroom: Curricular Connections to Math and Science (SMT).** **Daniel Tillman, University of Virginia**

Digital fabrication enables the manufacturing of 3-dimensional objects that are designed using classroom friendly software such as Aspex’s ModelMaker and the Graphtec Silhouette personal fabricator. This session will focus upon showcasing the process for designing and fabricating various classroom friendly manipulatives that are appropriate for incorporation into the elementary math and science curriculum.

c. **Leveraging Open-Source Technology to Improve Pre-Service Teachers’ Pedagogical Content Knowledge in Mathematics (SMT).** **Pat McGuire, Robert Berry,** University of Virginia; **Neil Heffernan, Cristina Heffernan,** Worcester Polytechnic Institute

This interactive presentation models ways that an online intelligent tutor was leveraged to support the development of pre-service elementary teachers’ pedagogical content knowledge in mathematics. We demonstrate ways the system generates real-time assessment data and facilitates the creation of new content. While this demonstration relates to early childhood mathematics, the overall implications extend to multiple interest areas. We encourage participants interested in educational technology, mathematics education, online assessment, data-driven instruction and professional development to attend.

d. **Mitigating Distance Learner’s Isolation through Personalized Feedback (DDL).** **Elza Cruz, Yavuz Samur,** Virginia Polytechnic Institute and State University; **Brian Moseley,** Virginia Tech

The objective of this reflection paper presentation is to show how distance education instructors can make use of simple everyday technology, such as Microsoft Word, screen recording software and email communication to foster interaction and personalize feedback to written submitted papers in order to mitigate distance learners’ perception of isolation.

e. **Using the Smith and Ragan ID Process Model for Developing CBI: Lessons Learned (MPD).** **Xiaokai Jia,** Western Illinois University; **Bruce Harris,** Western Illinois University

This presentation will discuss lessons learned using the Smith and Ragan Instructional Design (ID) Process Model for developing CBI (Computer-based Instruction). An interactive CBI module was developed that focused on the contributions of Gagne and Briggs to a prescriptive model of instruction. The results of the formative evaluation of the CBI module will be summarized and there will be a discussion of lessons learned as a result of using the Smith and Ragan ID Model to develop CBI.

f. **Tracing Changes in Teacher Design, Development, and Implementation of Virtual Field Trips and Standards-Based Lessons (RTD).** **Lisa Yamagata-Lynch, John Cowan, Eugene Perry, Mayra Daniel,** Northern Illinois University

This is a Category 2 work in progress presentation that will introduce the audience to how activity systems analysis can be used to document and identify changes in teacher perception of Hispanic culture, roles of Hispanics in science,
and the inquiry learning model after a cultural immersion experience and subsequent professional development activities throughout the 2010-2011 school year. This presentation will introduce a National Science Foundation supported project and report on ongoing research and preliminary findings.

Facilitator: So Mi Kim, University of Georgia

313. Reflection Paper Session 33C
10:30 to 11:30 am
Lobby Level: Grand Ballroom C
Presenter(s):

a. Effect of Initial Mental Model Construction on Mental Model Progression, Performance, Intrinsic Motivation, and Metacognition in a Task-Centered Learning Environment (RTD). Aaron Kim, Florida State University

This experimental study examines results of initial mental model construction as a presentation method of a complex task when learning it. Initial mental model building activity will be offered as a way to enhance mental model development as well as knowledge, metacognition, and intrinsic motivation. Cognitive apprenticeship provides a general framework for learning environment where the learners can use any available resources with minimum guidance in order to see the effects of the treatments.

b. The Effect of Social Annotation Tool on Higher Order Thinking Skills in a College Graduate Course (RTD). Tristan Johnson, Gershon Tennebaum, Florida State University; Selcuk KARAMAN, Ataturk University; Selen Razon, Florida State University; Yaron Brill, Florida State University

Recent research has revealed the importance of reading comprehension, critical thinking and metacognitive skills to scholastic success (ACT, 2005; Mendelmen, 2007). The purpose of the present study was to test the effectiveness an online annotation tool; Hy-lighter®. An integration of the social annotation technology with the First Principles of Instruction (Merrill, 2002) the Hy-lighter®’s effects on the improvement of higher order thinking skills and motivation to learn was tested on a graduate college sample.

c. Understanding the Relationship Between the Level of Engagement in Digital Games and Players’ Problem Solving Skills (MPD). Nilay Yildirim, Syracuse University

Many researchers believe that the digital games can enhance learning experiences and help players develop/improve cognitive skills, despite of the inadequacy of empirical evidence on constructive effect of playing games digital games on learning in general. So, the question “What can our kids learn from playing digital games?” still seeks for a sufficient empirical answer. The attempt to fully answer this question may require a combination of many research studies as learning is a complex and multifaceted phenomenon. This study will try to examine the relationship between playing digital games and learning by looking at only one facet of learning: Problem Solving Skills. Does “playing digital games” improve someone’s problem solving skills? To examine the relationship between being engaged in digital game play and problem solving skills while accounting for some of the external factors, this survey study will use a two level hierarchical model. At the first level, this study will try to explain how much of the variability in the levels of problem solving skills can be explained by the level of physical engagement, cognitive engagement, and the genres of games most played. The second level will introduce the external factors such as age, gender, and educational level that might change the nature of this relationship.

d. Use Anti-Plagiarism Tools to Educate, not to Intimidate: Effects of Anti-Plagiarism Tool Use in Higher Education (RTD). Aaron Kim, Jean-Marc Wise, Florida State University

Plagiarism has become a serious issue more than ever due to available technologies that could make plagiarism easy to do and hard to resist. In response, anti-plagiarism tools (APT’s) such as SafeAssign and as TurnItIn® were introduced in recent years and have gained solid grounds in many universities and public schools throughout the country. APT’s are, however, not perfect in detecting all plagiarism instances and require improvements in many aspects in the future. Since plagiarism can be reduced through raising awareness and promoting work ethics, policing using APT’s may not be the best way to deter plagiarism. Thus, this quasi-experimental study suggests using APT as an educational tool to engage students in learning opportunities and investigate the effect of APT use.

e. Assessing Complex Learning and Knowing: Prescriptions from the Theory of Totally Integrated Education (TIE) (RTD). Ted Frick, Laurie Carmody, Carol Watson, Indiana University Bloomington

TIE theory (totally integrated education) establishes prescriptions for measuring complex learning.
and knowing. Mental structures associated with complex knowing include: know-that-one, know-how, and know-that. Prescriptions are provided for teacher assessment of 12 distinct kinds of knowing: recognitive, acquaintive, appreciative, procedural, conventional, innovative, factual, relational, instantial, theoretical, criterial, and meta-theoretical. TIE theory predicts that learning tasks which explicitly connect these kinds of knowing will result in mental structures that are stronger, more flexible and more whole.

Facilitator: Chia-Jung (Lily) Lee, University of Georgia
314. TED TPACK (1)
10:30 to 11:30 am
Lobby Level: Grand Ballroom D
Presenter(s):

Teacher Professional Development: Describing Teacher Technological Pedagogical Content Knowledge Through the Use of a Rubric. M Brooke Robertshaw, Utah State University

Technological pedagogical content knowledge (TPACK) is a framework to describe the knowledge teachers use when teaching with technology. Professional development workshops that help teachers to better teach with technology should aim to develop this knowledge, but in order to do there must be a way to measure TPACK. This paper describes a rubric developed to describe teachers’ TPACK in the context of a workshop that helps teachers to teach with online learning resources.

Facilitator: Jennifer Banas, Northeastern Illinois University

315. Applying AECT’s Code of Ethics to Cyberlearning Opportunities
10:30 to 11:30 am
Lobby Level: Grand Ballroom E
Presenter(s): Sharon Smaldino, Northern Illinois University; Mary Herring, University of Northern Iowa; Ana Donaldson, Walden University

Professionals often are unaware, or lack a clear picture, of the code or rules that govern professional behavior in educational technology. AECT has generated ethical codes that provide the guidelines and rules by which all professionals conduct themselves within their practice. This session will use a case-study approach to investigate how the AECT Code of Ethics applies to the design and development of cyberlearning opportunities and discuss how the code can influence practice.

Facilitator: Ana Donaldson, Walden University

316. D&D Awardee Presentations
10:30 to 12:00 pm
Lobby Level: Grand Ballroom F
Facilitator: Elizabeth Boling, Indiana University

317. GSA Breakout Session #6: Building up your CV: From PhD student to tenure-track faculty
10:30 to 11:30 am
North Tower - 2nd Floor: Harbor Room
Discussants: Rick West, Brigham Young University; Fethi Inan, Texas Tech University; Clif Mims, University of Memphis
Facilitator: Mike Montalto-Rook, Penn State University

318. Definition & Terminology Committee Meeting #2
10:30 to 11:30 am
North Tower - 2nd Floor: Huntington Suite
Chair: Rita C. Richey, Wayne State University

319. DDL Online Teaching (h) (2)
10:30 to 11:30 am
South Tower - 2nd Floor: Madrid
Presenter(s):

a. Extending an Online Learning Community: Utilization of ePortfolios in Graduate Programs.
   Doris U. Bolliger, Craig Shepherd, Univ. of Wyoming
   This study is aimed to explore students’ perceptions of communication, connectedness, and student learning with the integration of electronic portfolios (ePortfolios). The study utilized a survey method approach, and data were collected in two instructional technology courses in two online graduate programs at a small research university in the western United States over the course of three semesters. Results show that ePortfolio utilization can foster learning communities in online graduate programs.

   Tina Wu, Central Connecticut State University
   Today’s students are raised in a digital environment. They absorb information quickly in images and video from multiple sources simultaneously. This presentation will highlight the creative ways and real examples of using effective digital tools and showcase how these free applications can be integrated into online instruction to enhance teaching presence and be leveraged to promote students’ satisfaction with their online learning experience: 1) QR Codes for mobile tagging, 2) Smart pens for note-taking and instant online sharing, 3) Awesome Highlighter for web editing and commenting, 4) Adobe ConnectNow for screen sharing and just-in-time interactions. The presenter will use a cutting-edge, multimedia presentation tool to demonstrate samples of projects and activities. Participants will receive handouts with resources for immediate use.
Facilitator: Camille Dickson-Deane, University of Missouri
320. Past Presidents’ Reception  
10:30 to 11:45 am  
South Tower: Presidential Suite, 1702

321. DDL Online Teaching (i)  
10:30 to 11:30 am  
North Tower - 2nd Floor: Salon III  
Presenter(s):  
Broadening Access to Foreign Language Study through Fully Online Courses in Chinese and Arabic. Gretchen Jones, University of Maryland University College; Hsiang-Ting Wu, California State University Monterey Bay  
A large state university with a global student population of working adults has developed online interactive language courses in Chinese and Arabic. The presenters will explain the program vision, and demonstrate how this model corresponds with adult and distance learning principles. Examples from both languages illustrate how audio and online activities are integrated with course modules to create courses that develop all four language skills and intentionally incorporate social interaction.  
Facilitator: Phil Tietjen, Pennsylvania State University

322. T&P – Improving Metacognition and Self Regulation by Scaffolding Self Awareness and Higher Order Thinking through Cooperative Engagement  
10:30 to 11:00 am  
North Tower - 2nd Floor: Salon IV  
Presenter(s):  
Improving Metacognition and Self Regulation by Scaffolding Self Awareness and Higher Order Thinking through Cooperative Engagement. Rita Murray, University of Oklahoma; Amy Bradshaw, University of Oklahoma  
Lower order thinking dominates curricula and teaching styles of general aviation training programs. Shifting curricula and instructional approaches to intentionally support and require higher order thinking is a necessary, long-term education process. We investigate whether student pilots can improve their metacognition and self regulation, and thereby competently identify/analyze errors and create heuristics, by scaffolding higher order thinking skills and self awareness through cooperative engagement in the evaluation of National Transportation Safety Board (NTSB) case studies.  
Facilitator: Yanzhu Wu, Virginia Tech

323. MIM – Culturally Relevant Technology-based Learning Environments  
10:30 to 11:30 am  
North Tower - 2nd Floor: Salon VII  
Presenter(s):  
Culturally Relevant Technology-based Learning Environments. Roberto Joseph, Hofstra University; Kevin Clark, George Mason University; Diane Igoche, University of Georgia; Robert Branch, University of Georgia; Deepak Prem Subramony, Grand Valley State University; Michael Thomas, Dept. of Curriculum & Instruction  
The November 2009 special issue of Educational Technology, devoted to the topic of Culturally Relevant Technology-based Learning Environments, includes authors that are at the forefront of this emerging research and development topic. This symposium provides a rare opportunity to interact with the authors who will discuss their articles and provide strategies for how to approach the design of culturally relevant technology-based learning products.

324. DDL Social Networking in Teaching and Learning (b)  
10:30 to 11:30 am  
North Tower - 2nd Floor: Salon VIII  
Presenter(s):  
Supersizing Large Class Instruction: Which eLearning Instructional Strategies Create Social Presence and Teacher Immediacy? Glenda Gunter, University of Central Florida; Robert Kenny, Florida Gulf Coast University; Victoria Rath, University of Central Florida  
Instructional immediacy and social presence are defined as those behaviors that build feelings of closeness in classroom environments. Based on Social Cognitive Theory, exemplar relationships and interactions in online courses were explored in light of how they might improve immediacy, reduce student attrition, and improve cognitive learning in large classroom environments. The four relationships are teacher-student, student-student, and student-content, and student-computer. Also, four additional theoretical perspectives will be discussed that can determine best practices.  
Facilitator: Helena Johnson

325. Leading Systemic Change (2)(b)  
10:30 to 11:30 am  
South Tower - 2nd Floor: Seville  
Presenter(s):  
a. New Paradigm Schools: A National Survey-based Search. Kurt Richter, Indiana University; Charles M. Reigeluth, Indiana University  
Researchers describe the process used in a search for schools that exhibit characteristics of the information-age paradigm, using a Google survey.
Motivation for this project is described, along with the survey, implementation, and results. Promising schools that have been identified by this study are described, along with future research plans for studying the identified schools.

b. Towards Critical, Emancipatory and Pluralistic Research: Critical Systems Theory for Educational Change. Sunnie Watson, Ball State University; William Watson, Purdue University

This paper addresses the following questions:

“What is critical systems theory? (CST)”

“Why is it relevant to us as qualitative researchers?”

How do qualitative researchers make use of CST?

This paper will present a detailed discussion on the underlying philosophy, concepts and issues of CST and provide an argument for its necessary impact on and use within educational change and qualitative research methodology.

Facilitator: Brian Beabout, University of New Orleans

326. D&D Heuristic Design (2)
10:30 to 11:30 am
South Tower - 1st Floor: Terrace A/B

Presenter(s):

a. Instructional Design Heuristics. Cindy York, Armstrong Atlantic State University; Peg Ertmer, Purdue University

This study was designed to answer the research question: What heuristics do experienced instructional designers use to solve instructional design (ID) problems? In Phase A, experienced instructional designers told stories about complex ID projects, from which heuristics were elicited. In Phase B, a Delphi study was conducted with a panel of experienced instructional designers, in order to validate heuristics derived during the first phase. This presentation will focus on results from Phase B.

b. Testing the Effectiveness of Teaching Microevolution Using First Principles of Instruction. Joel Gardner, Utah State University; Brian Belland, Utah State University; Tae K Jeon, Utah State University; Rebecca Clark, Utah State University; Gregory Podgorski, Utah State University

Science literacy of US students is below that of most industrialized countries. Many blame traditional lecture-based instruction for this poor science literacy. In this study, we will use a true experimental study design to evaluate the effectiveness of a web-based module using First Principles of Instruction to teach undergraduate students microevolution content and problem-solving. We will analyze the results of this study using analysis of covariance (ANCOVA) and will report our analysis in this presentation.

Facilitator: Meegie Wheat, University of South Alabama

327. T&P Theory for Practice (2)
10:30 to 11:30 am
South Tower - 1st Floor: Terrace C/D

Presenter(s):

Blending of the Performance Pyramid and a Social-Ecological Framework in Health Care. Scott Schaffer, Purdue University; Hannah Kim, Purdue University

The performance pyramid (Wedman and Graham, 2009) is a framework for analyzing and identifying performance support components that influence individual performances within the organization. However, the potential of expanding its scope to include the sociocultural level has not been fully explored. This paper articulates the use of the performance pyramid in conjunction with a socio-ecological framework (Glasgow, Strycker, Toobert, & Eakin, 2000) to develop a needs assessment instrument. Blending these unique frameworks is intended to identify performance and learning support requirements in a health care environment. The usefulness of blending these types of frameworks for use in various settings will be discussed.

Facilitator: Matthew Leavitt, Federal Government

328. DDL Issues in Cyberlearning (h) (2)
10:30 to 11:30 am
South Tower - 1st Floor: Terrace E/F

Presenter(s):

a. Effectiveness of Mediated Communication Formats for Learning and Student Interaction in a Distance Learning Course. Nichole Smith, Arizona State University; Wilhelmina Savenye, Arizona State University

Communication technologies in distance learning courses impact student learning and interaction. This presentation discusses the results of a two-stage study in which participants used either a discussion board or a blog to interact and discuss the learning module. 25 graduate students participated in a formative-evaluation study in fall, 2009. Data from 25 additional students in spring will be examined regarding learning and substantive peer interaction, as well as attitudes addressing technology preference, receptivity, and use.
b. **The Life Path of Solution Ideas in Online Collaborative Problem-Based Learning: Implications for Instructional Design and Design Research. Brenda Lopez Ortiz, St. John's University**

This presentation will disseminate the results of research undertaken to study the life path of solution ideas in online collaborative problem-based learning (PBL). The purpose of this endeavor was to understand the process of suggestion, negotiation, adoption or rejection of solution ideas in order to strengthen instructional designs and to provide suggestions for further research.

Facilitator: **Suha Tamim**

329. **RTD Research on Learning (2)(a)**

10:30 to 11:30 am
South Tower - 2nd Floor: Valencia
Presenter(s):

a. **Creativity in Structured Learning Environments: A Case Study of a Community of Student Knowledge Producers. Yin Wah Kreher, Syracuse University**

This study investigates “everyday creativity” in non-Big-C-creativity individuals (not eminent creative geniuses) whose creative potential are largely under-recognized and under-encouraged. Through dialogic and performance analysis of narratives by a group of graduate television research students studying in an American university, we see how student ideas are linked by the reenactment of ideas by the instructor as they engage in collective dialogue, resulting in personally novel interpretation of ideas, knowledge creation and transformative learning.

b. **Examining the Effect of Academic Incentive Use with Cooperative Learning Groups on Concept Acquisition and Attitudes. Rim Razouk, Florida State University**

This proposal reports category 1, completed research. The purpose of this study was to examine the effect of academic incentive use with cooperative learning groups on concept acquisition, and attitudes towards instruction in a classroom assessment course. Forty-four undergraduate students from two sections were randomly assigned to one of two treatments and randomly assigned to cooperative learning groups. The experimental group was offered an academic incentive; however, the control group was not offered any academic incentive.

Facilitator: **Peter Rich**, Brigham Young University

330. **Continuing Medical Education Informed by Instructional Design**

11:00 to 11:30 am
North Tower - 2nd Floor: Salon IV
Presenter(s): **Benjamin Emihovich, FIU Online**

The purpose of this proposal seeks to inform educators on an academic case study that examines the current state of continuing medical education at a major medical complex. The results of the case study illustrate the necessity for implementing an infrastructure for distance education at the medical complex by offering qualitative research analysis based on a 9 month internship. The results of the study may also shock and amuse academics in higher education regarding the role of instructional design by medical educators in their work and the expectation of work between the medical educator and the instructional designer.

Facilitator: **Yanzhu Wu**, Virginia Tech

331. **DDL Luncheon**

11:45 to 12:45 pm
Lobby Level: Grand Ballroom G
Presenter: **Dana Bouscaren**, TANDBERG
Facilitator: **Maria D. Avgerinou**, DePaul University

332. **AECT Past Presidents’ Luncheon**

11:45 to 12:45 pm
North Tower - 2nd Floor: Salon V

333. **Minorities in Media (MIM) Luncheon**

11:45 to 12:45 pm
North Tower - 2nd Floor: Salon VI
Facilitator: **Patricia Young**, University of Maryland Baltimore County

334. **Virtual Worlds Committee**

1:00 to 2:00 pm
South Tower - 2nd Floor: Commodore Boardroom
Chair: **Tom Atkinson**, University of Central Florida

335. **International Division: Learning in the Virtual Worlds (2)**

1:00 to 2:00 pm
South Tower - 2nd Floor: Granada
Presenter(s):

a. **Learning with Chinese Students in Second Life: Reflection by ESL Student Teachers. Xiaoxue Wang, Florida Gulf Coast University; Christy Hunt, Qi Wang, David Fikis, Thuy Duong Nguyen, Jaimal Page, Georgia State University**

Second Life (SL) is a three dimension virtual world imagined and created by its users. This presentation reports a part of the research of integrating SL in an EFL program in China. It focuses on the learning
of American ESL student teachers who helped the Chinese students with their EFL learning in SL. The presentation reports (a) the American ESL student teachers’ perceptions of SL and the EFL Program in SL, (b) their reflection on learning with the Chinese students, and (3) its impact on their pedagogical beliefs about learning and teaching ESL.

b. Second Life Users’ Views about Second Life Use In Education: A Case Of Turkey. Baris Cukurbasi, Master of Science; Canan Çolak, Graduate student; Berrin Dogusoy, Middle East Technical University; Bahar Baran, PhD

The purpose of this study is to explore views of the Second Life users in Turkey, about Second Life use in education. The sample of the research was comprised of active Second Life users that are members to the 14 Turkish islands in Second Life. The researchers obtained 80 questionnaires and they interviewed 10 users. Eventually, this study makes some suggestions for practitioners about how to use SL in education.

Facilitator: Robert Doyle, Harvard University

336. D&D Second Life Virtual Environments (2)
1:00 to 2:00 pm
Lobby Level: Grand Ballroom A
Presenter(s):


Second Life, a Multi-User Virtual Environments (MUVEs), has gained increasing attention from instructional designers. One of many instructional activities taking place in Second Life (SL) is language learning for English-as-a-foreign-language (EFL) students. This presentation will describe how SL can affect EFL programs especially in higher education settings and share ideas with practitioners and designers interested in using SL in their instruction focusing on the issues of presence, reflection and interaction.

b. The Contribution of Second Life Affordances to Five Instructors’ Course Designs. Zahira Hussein Ali Merchant, Texas A&M University; Lauren Cifuentes, Texas A&M University

This exploratory, qualitative study identifies how five university faculty designed and taught courses in Second Life and took advantage of virtual worlds’ affordances. We present how faculty addressed student motivation and prerequisite knowledge, course objectives, assessments, activities, and evaluation in their Second Life.

Course observations, syllabi, and interviews informed researchers regarding faculty approaches to teaching in virtual worlds. Findings inform instructors regarding instructional design for courses taught in 3-dimensional virtual learning environments.

Facilitator: Ayesha Sadaf, Purdue University

337. D&D – Resisting Technological Gravity
1:00 to 2:00 pm
Lobby Level: Grand Ballroom B
Presenter(s):

Resisting Technological Gravity. Jason McDonald

In the 21st century, instructional designers will find great opportunities but also a corresponding challenge - the pressure to abandon essential characteristics of educational approaches, and settle instead for routine practices that do not preserve the quality those approaches originally expressed. Because of the ubiquity of this pressure it has sometimes been called “technological gravity.” This presentation considers how designers can avoid technological gravity, and better achieve the quality expressed in the design approaches they adopt.

Facilitator: Deniz Eseryel, University of Oklahoma

338. D&D – Use of cyber technologies in an off-line based educational technology lab environment: The community of practice experiences of graduate assistants
1:00 to 1:30 pm
Lobby Level: Grand Ballroom C
Presenter(s):

Use of cyber technologies in an off-line based educational technology lab environment: The community of practice experiences of graduate assistants. Yeonjeong Park, Virginia Tech.; Jane A. Falls, Virginia Tech; Brian Moseley, Virginia Tech; Xin Chen, Virginia Tech; Guoqiang Cui, Virginia Tech; Cruz Elza, Virginia Tech; Lan Liu, Virginia Tech; Wei Wang, Virginia Tech; David Okoth, Virginia Tech

The educational technology lab is a community where graduate assistants in instructional design and technology program provide technical supports to the faculty and students in the school of education. Although they are working at the different schedules, they learn and research for the shared goals by using various asynchronous cyber technologies within the wide range from e-mail, to e-learning tools, to e-portfolio, and to e-journaling. This presentation will provide successful stories and live reflections from the lab assistants.
339. D&D Improving Collaborative Learning (2)
1:00 to 2:00 pm
Lobby Level: Grand Ballroom D
Presenter(s):
  a. How Do Theories Prescribe Collaborative Learning? Dabae Lee, Indiana University
   The purpose of this review is to review fundamentals of an instructional design theory on collaborative learning. In this respect, social constructivism and social interdependence theory, and empirical findings will be examined in terms of conditions, methods, and outcomes of collaborative learning. In addition, game theory will be proposed as a way to explain interaction among collaborators. Implications and limitations of game theory on collaborative learning and recommendations for future research will be discussed.
  b. Enhancing the Connectivity and Sustainability in Asynchronous Online Discussions. Fei Gao, Ohio University
   Lack of connectivity and sustainability are the two major problems in asynchronous online discussions. In this paper, the author suggests that the two problems may have to do with the setup of threaded forums, that is, the design of threaded forums may constrain participants from having well-connected and sustained discussions. A new concept-map discussion environment was developed to promote connectivity and sustainability in online discussions, and a study was conducted to test the effectiveness of the new environment.
Facilitator: David Carbonara, Duquesne University.

1:00 to 2:00 pm
Lobby Level: Grand Ballroom E
Presenter: Carol Anne McGuire
Since 2004, the Rock Our World project has connected students and teachers around the world to collaborate in composing original music, making movies, and meeting each other in live video chats. Using Apple’s GarageBand, a musical composition is developed in a progressive manner, from country to country. At each stop, one more instrument is added. When the composition comes back to the original country, it has touched students from all over the world. While the music is moving, students are meeting each other in live video chats to discuss various topics of curriculum. Join our featured speaker Carol Anne McGuire as she describes this exciting and unique approach to global collaboration through media!
Facilitator: Barbara Lockee, Virginia Tech

341. ETR&D Joint Editorial Board Meeting
1:00 to 2:00 pm
Lobby Level: Grand Ballroom F
Chair: Michael Spector, University of Georgia

342. DDL Membership Meeting
1:00 to 2:00 pm
Lobby Level: Grand Ballroom G
Chair: Al Mizell, Nova Southeastern Univ

343. GSA Breakout Session #7: ID in the Field
1:00 to 2:00 pm
North Tower - 2nd Floor: Harbor Room
Discussant: Monica Tracey, Wayne State University
Facilitator: Susie Gronseth, Indiana University

344. TechTrends Board Meeting
1:00 to 2:00 pm
North Tower - 2nd Floor: Huntington Suite
Chair: Abbie Brown, East Carolina University

345. TED Beliefs and Perceptions about Technology (2)
1:00 to 2:00 pm
South Tower - 2nd Floor: Madrid
Presenter(s):
  a. Rudeness in the Classroom: A Survey of College Students’ Perceptions of Inappropriate Use of Technology. Barbara Rosenfeld, Brooklyn College; Sharon Anne OConnor-Petruso, Brooklyn College CUNY
   As the use of technology tools proliferate in our society, it is often unclear what behaviors are considered appropriate and polite. This session will present the results of a survey given to college students about their perceptions of appropriate and inappropriate technology use. Generational and gender issues will be explored. It will be of interest to those teaching K-12 and higher education students as it will inform their work in the classroom.
  b. Comparing Computer Self-Efficacy and Technology Requirements between Traditional and Alternative TEP Students at a large, NCATE Accredited College of Education. Jesse Strycker, Indiana University; Thomas Brush, Indiana University; Anne Ottenbreit-Leftwich, Indiana University
   The comparison of traditional and alternative teacher education programs is not a new topic. The variables under consideration for such comparisons have varied widely. This study’s unit of analysis is the teacher education programs. Data collected will include program documentation, student surveys, student interviews, and faculty interviews. The study aims to explore differences in the
program requirements and the beliefs, computer self-efficacy, and experiences of students in each program.

Facilitator: Jason Huett, University of West Georgia

346. SMT – The Role of Student-Generated Vodcasts in K-12 English Language Learner Academic Language and Content Acquisition
1:00 to 2:00 pm
North Tower - 2nd Floor: Salon III

Presenter(s):

The Role of Student-Generated Vodcasts in K-12 English Language Learner Academic Language and Content Acquisition. Lucilia Green, Georgia Southern University; Fethi Inan, Texas Tech University; Nancy Maushak, Texas Tech University

K-12 ESL (English as a Second Language) teachers have begun exploring the use of Web 2.0 technologies, such as vodcasting, for group-based tasks. In doing so, teachers and designers offer ESL students a myriad of opportunities to engage in conversation that is essential to completing the given task, while emphasizing the sharing of responsibility and collaboration. This qualitative study explores the integration of vodcasts as student-generated products in a middle school ESL Reading classroom located in the southwestern United States.

Facilitator: Temba C. Bassoppo-Moyo, Illinois State University

347. Virtual World Business Incubator Project at the University of Wyoming’s Small Business Development Center
1:00 to 2:00 pm
North Tower - 2nd Floor: Salon IV

Presenter(s): Mark Atkinson, University of Wyoming

This session will report on a Second Life business incubator project of Small Business Development Center at the University of Wyoming. The first two phases of the project will be the content of the presentation. Phase 1 took place in 2010 with the launch of Wyoming Entrepreneur Island. Phase 2 of the project, which will begin in 2011, will focus on developing an incubator program to teach Wyoming entrepreneurs how to sell their products through both eCommerce and vCommerce (virtual commerce).

Facilitator: Matt Ames, Virginia Tech

348. McJulien Lecture (MIM)
1:00 to 2:00 pm
North Tower - 2nd Floor: Salon VI

Presenter(s): Reggie Smith III, President United States Distance Learning Association;

Topic: Diversity and Distance Learning

349. D&D Instructional Design in Practice (2)
1:00 to 2:00 pm
North Tower - 2nd Floor: Salon VIII

Presenter(s):

a. Discovering Instructional Designers’ Reflection in Performing Instructional Design Tasks. Yi-Chun Hong, University of Georgia; Ikseon Choi, University of Georgia

Reflective thinking is critical in facilitating instructional design process. Yet, few studies have empirically investigated how instructional designers in practice reflect while carrying out instructional design tasks. Through the data collected and analyzed qualitatively and quantitatively, the instructional designers’ reflection patterns (i.e., the timing of reflection, the objects of reflection, and the levels of reflection) are revealed. Also, our study provides the results that show the relationship between designers’ reflection patterns and their design performance.

b. Incorporating Cultural Values into the ADDIE Approach. Diane Igoche, University of Georgia; Robert Branch, University of Georgia; Daisanye Barreto, University of Georgia

This is an essay about ideas for treating cultural values as assets in the instructional design and development process. The selected ideas are based on educational technology frameworks that have successfully facilitated culturally pluralistic teaching and learning processes during the last decade. The topics bound by these ideas are consistent with an ADDIE approach to instructional design. Further, the ideas contained herein promote a positive correlation between the values held by an individual and the values held by the learning community to which that individual may belong.

Facilitator: Matthew Leavitt, Federal Government
350. RTD – Map and Analyze Patterns and Structures Across Time (MAPSAT): Theoretical Foundations for Observing Systemic Change
1:00 to 2:00 pm
South Tower - 2nd Floor: Seville
Presenter(s): Ted Frick, Indiana University; Rod Myers, Indiana University; Laurie Carmody, Indiana University Bloomington; Kenneth R. Thompson, System Predictive Technologies

MAPSAT is a language to describe temporal and structural relations in a specific system, capturing its uniqueness. The practical goal of systemic change efforts is to improve a specific system. Observing that system with MAPSAT methods facilitates understanding of that system. Axiomatic theories of intentional systems can then be used to make predictions about that particular system based on changes made to it. MAPSAT can further be used to see if changes worked as expected.

Facilitator: Darryl Draper, Pennsylvania State University

351. TED Learning in a 1-to-1 Environment (2)
1:00 to 2:00 pm
South Tower - 1st Floor: Terrace A/B
Presenter(s):

a. Student Behaviors during Laptop-Integrated Lessons Delivered by Mentored Teachers. T J Kopcha, University of Georgia
After receiving extensive mentoring on integrating laptop computers into the classroom, nine elementary school teachers were videotaped delivering 16 laptop-integrated lessons and interviewed about their teaching practices. Lessons and interviews were analyzed as cases to identify student and teacher behaviors and the factors that contributed to the success of the lessons. Teachers were observed using laptops in student-centered ways that engaged students in problem solving. Implications for integrating laptops in schools are discussed.

b. Conducting Teacher Professional Development through the Use of Portable Media Player, Shiang-Kwei Wang, New York Institute of Technology
In-service teacher professional development is an important element to prepare high quality teachers. However, teachers have difficult to find time to commit to professional development in their busy schedule, and it is difficult to sustain what they have learned during the professional development. This study aimed to resolve the issue by adopting media player to conduct virtual professional development. The presentation will share the effectiveness, advantages, and challenges of this professional development model.

Facilitator: Kelly Unger, Wayne State University

352. International Division: Technology Integration (2)
1:00 to 2:00 pm
South Tower - 1st Floor: Terrace C/D
Presenter(s):

a. Barriers and Enablers of Technology Integration into Instruction in a Kyrgyzstan University: A Case Study. Gulshat Muhamejianova, Middle East Technical University; Kursat Cagiltay, Middle East Technical University, Computer Education and Instructional Technology Department
This study investigates the barriers and enablers of technology integration into instruction in the Kyrgyzstan-Turkey Manas University. Surveys from students of the university were collected to identify what kind of barriers and enablers do exist. Data were collected from 61 students from different departments of Manas University. Results show that there are a number of barriers preventing effective and efficient usage of technology in educational process.

b. Implementation and Evaluation Process of the IT@ School Project, Kerala, India: A Case Study. Biju Thankachan, Ohio University
This study aims at how Information and Communication Technology (ICT) was introduced in the Kerala state education sector in India. It deals with the study of challenges faced by the Kerala education sector to implement ICT in high schools and how they overcame those challenges. This study aims at assessing the implementation stages of the project and establishing a basis for understanding the current and future aspects of implementation and evaluation of the project.

Facilitator: Jan Elen, CIP&T, KULeuven

353. TED Microteaching (2)
1:00 to 2:00 pm
South Tower - 1st Floor: Terrace E/F
Presenter(s):

a. Integrating Technology for Meaningful Learning through Microteaching. Pi-Sui Hsu, Northern Illinois University
A large body of literature has suggested different reasons for a lack of meaningful technology integration in classrooms. Among the findings, technology integration is often taught in a content-neutral approach in teacher preparation programs. In order to address these issues, the purpose of this study is to examine how the incorporation of Microteaching into a re-designed curriculum for an
undergraduate level technology integration course will change preservice teachers’ beliefs about meaningful technology integration.

b. **Preservice Teachers’ Reflective Thinking During Microteaching Sessions.** *Ismail Yildiz, Middle East Technical University; Saniiye Tugba Bula, Middle East Technical University*

In this study the existing critical thinking levels of the preservices teachers are explored. While assessing their reflective thinking level, the peer feedback reflections were used. Results show that the reflective thinking levels of the pre-service teachers are not at the intended level. During the presentation, use of video analysis system as a way to facilitate students’ reflective thinking during microteaching sessions will be discussed.

Facilitator: *Berhane Tecelehaimanot*, University of Toledo

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**354. Online Instruction in China**

1:30 to 2:00 pm  
Lobby Level: Grand Ballroom C

Presenter(s): *Amy Leh*, California State University

The objectives of the research were to examine: (1) views and attitudes of faculty and students in China toward online instruction and (2) factors that impede online instruction and that may contribute to effective online instruction in China. Participants of the study involved faculty and students at two universities in China. Data collection of the study included surveys and interviews. Both quantitative and qualitative methods were used for the research study.

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**355. Distance Learning NEW Board of Directors Meeting**

2:15 to 3:15 pm  
South Tower - 2nd Floor: Commodore Boardroom

Chair: *Maria D. Averinou*, DePaul University

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**356. FutureMinds: Transforming American School Systems**

2:15 to 3:15 pm  
South Tower - 2nd Floor: Granada

Presenter(s): *Francis M. Duffy*, Professor of Change Leadership in Education; *Charles M. Reigeluth*, Indiana University

This design research project identified design strategies in a computer-supported collaborative learning (CSCL) environment informed by activity systems. Informal and formal approaches included in the design of an online self-management support system based on home-based self-management activities (HBSMA) will be discussed. A specific example demonstrating how the features, tools and resources embedded in the support system align with all components of a core diabetic patient HBSMA will also be shared.

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**357. The Game Brain**

2:15 to 3:15 pm  
Lobby Level: Grand Ballroom B

Presenter(s): *Tom Atkinson*, University of Central Florida; *Atsusi Hirumi*, University of Central Florida

Neuroscience studies range from analyses of nerve cells to perceptual and motor tasks in the brain. New imaging techniques illustrate how cognition and emotion map to specific neural circuits. While instruction can benefit from understanding processes that occur when we think, learn, and play, game-based learning (GBL) may offer the greatest potential. This presentation highlights excerpts from a book on GBL to be released in August, 2010 by the presenters.

Facilitator: *Suhana Chikatla*, University of South Alabama

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**358. D&D Designing Collaboration (2)**

2:15 to 3:15 pm  
Lobby Level: Grand Ballroom C

Presenter(s):  

a. **Design of Collaborative Learning and Self-management Support Tasks based on Activity Theory in a Home Health Setting.** *Scott Schaffer*, Purdue University; *Lisette Reyes*, Purdue University

This design research project identified design strategies in a computer-supported collaborative learning (CSCL) environment informed by activity systems. Informal and formal approaches included in the design of an online self-management support system based on home-based self-management activities (HBSMA) will be discussed. A specific example demonstrating how the features, tools and resources embedded in the support system align with all components of a core diabetic patient HBSMA will also be shared.

b. **Designing Collaboration Scripts for Computer-Mediated Argumentation.** *Hyun Song Kim*, University of Georgia; *J. Michael Spector*, University of Georgia

Learners are required to have domain knowledge, critical reasoning skills, and metacognitive thinking, such as planning and reflection, to solve challenging problems. Argumentation provides opportunities for learners to gain deeper conceptual understanding and broaden points of view, and argumentation also allows learners to develop critical cognitive skills. Yet, research on argumentation has demonstrated that learners rarely develop sound arguments without scaffolding. This empirical study examines the impact of computer-
supported collaboration scripts as scaffolding on argumentation skills.
Facilitator: Eric Sikorski, Florida State University

**359. D&D Designing Professional Development (2)**
2:15 to 3:15 pm
Lobby Level: Grand Ballroom D

Presenter(s):

a. **Technology Integration Professional Development Intervention: A Design and Development Study.** Kelly Unger, Monica Tracey, Wayne State University

Professional development (PD) for in-service teachers is an avenue for ensuring teachers stay current with technology trends. This design and development study was based on the premise that current technology PD are not effective for integrating skills and practices learned during the PD to the classroom. Data collected from a teacher survey along with a review of the literature, resulted in the design and develop of a technology integration PD intervention. The intervention was then evaluated by a panel of experts prior to implementation. The session will conclude with a demonstration of the intervention.

b. **Designing Online Professional Development for Rural Inservice Mathematics and Science Teachers: The Case of Mathematical Problem Solving.** Lingguo Bu, Frackson Mumba, Southern Illinois University Carbondale; William Hunter, Illinois State University; Mary H. Wright, Harvey Henson, Southern Illinois University Carbondale

An online graduate course on mathematical problem solving was designed to provide professional development for teachers of mathematics and science in rural areas in the US Mid-West. Twenty-seven elementary classroom teachers participated in the course, taking advantage of various online resources and open-source interactive technologies. We present the course design, ongoing decision-making, drawing on data from questionnaires, discussion boards, participants’ responses to the content and pedagogy. We also discuss implications for future web-based professional development.

Facilitator: T J Kopcha, University of Georgia

**360. International Student Media Festival**
2:15 to 3:15 pm
Lobby Level: Grand Ballroom E

Presenter: Otto E. Benavides, California State U, 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.

Facilitator: Barbara Lockee, Virginia Tech

**361. GSA Breakout Session #8: Meet the Editors of ETR&D**
2:15 to 3:15 pm
Lobby Level: Grand Ballroom F

Discussants: Michael Hannafin, University of Georgia; J. Michael Spector, University of Georgia
Facilitators: Susan Farber, University of Cincinnati; Mike Montalto-Rook, Penn State University

**362. SMT – Two Presentations on Web 2.0**
2:15 to 3:15 pm
North Tower - 2nd Floor: Harbor Room

Presenter(s):

a. **Comics as New Media for Learning.** Christopher T. Miller, Morehead State University; Sara Lindsey, Morehead State University

Educators are under pressure to help their students develop 21st century skills and competencies in addition to meeting content standards and often look for new instructional strategies to aid in this task. This presentation will outline the history of the comic form, the ways in which it has been used in the past, and the ways in which it can be used in this new century particularly with free online software and Web 2.0 applications.

b. **m-Learning, the New Meaning of “Anywhere Anytime” learning: Attempting to Identify a Framework of m-Learning.** Chulapol Thanomsing, Pennsylvania State University

The recent emerging of mobile technology has brought education to the unfamiliar territory. This ubiquitous computing device, such as iPhone, BlackBerry, Smart Phone, allows us to access vast information regardless of time and location. The idea of using these mobile devices to enhancing learning is now referred to as m-Learning. This presentation will focus on a framework of m-Learning. Related-studies of m-Learning will be analyzed and used to develop an ongoing m-Learning framework.

Facilitator: Jana Dixon, Arkansas Association of Instructional Media
363. RTD Research on Learning (2)(b)
2:15 to 3:15 pm
South Tower - 2nd Floor: Madrid
Presenter(s):

a. **The Instructional Effects of Knowledge-based CoP Learning Environments on Student Achievement and Knowledge Convergence.**
   *Darryl Draper*, Pennsylvania State University; *Susan Land*, Penn State University; *Roy B. Clariana*, Penn State University

This proposal explores the evidence of knowledge convergence in online CoPs. Learning outcomes assessed declarative knowledge, convergence, and knowledge application. A comparison group (self-paced design) was used to draw conclusions about the differential effects of knowledge-building strategies on these learning outcomes. The results show there was a difference in pretest/posttest scores, and positive evidence of knowledge convergence. Our findings pointed to higher posttest scores and higher level of convergence in the online CoP strategy.

b. **The Relationship between Accuracy in Students’ Causal Diagrams, Total links, Temporal Flow, and Node Positions.**
   *Woon Jee Lee*, Florida State University; *Allan Jeong*, Florida State University

The purpose of this study was to identify what types of requirements can be placed into causal mapping activities to improve accuracy in students’ diagrams. A case-study approach was used to examine the correlation between the accuracy of students’ causal diagrams and three structural qualities: total number of causal links (parsimony), ratio of right/left pointing links (temporal flow), and distance of outcome node from left edge of screen (node position).

Facilitator: *Richard Cornell*, University of Central Florida

364. DDL Issues in Cyberlearning (i)
2:15 to 3:15 pm
North Tower - 2nd Floor: Salon III
Presenter(s):

a. **Evaluation of an Online Master Program: From the Distance Learning Users’ Perspective.**
   *Ana-Paula Correia*, Iowa State University; *Siti Noridah Ali*, Iowa State University; *Hiro Iino*, Iowa State University; *Connie Hargrave*, Iowa State University

The growth of distance learning in higher education has heightened the need to evaluate the effectiveness online degree programs. Twenty-eight educational practitioners pursuing an online Master degree in Education participated on this evaluative study. The analysis of their responses to a 46-item online survey showed the program effectiveness, but recommendations for improvements on course design and development, assessment strategies and learner support were made.

b. **Motivation Online: Testing Self-Determination Theory in an Online Learning Context.**
   *Kuan-Chung Chen*, Chung Yuan Christian University, Taiwan; *Robert Branch*, University of Georgia; *Xiaopeng Ni*, Michigan State University

This study tested self-determination theory via 280 participants from special education online programs in order to answer the research question: To what degree can the self-determination framework be substantiated in an online learning environment? Results substantiated much of SDT’s theorizing, including the distinctiveness of motivation types, the validity of self-determination continuum, and the positive effect of contextual support on online learners’ motivation. Implications for motivationally effective online instruction were discussed.

Facilitator: *Will Monroe*, Louisiana State University

365. ICEM – Social Network Linkage Design Model for Building ONLE & PLE
2:15 to 3:15 pm
North Tower - 2nd Floor: Salon IV
Presenter(s): *Chih-Hsiung Tu*, Northern Arizona University; *Michael Blocher*, Northern Arizona University

Learners and instructors are frequently overwhelmed by multiple Web 2.0 tools in Open Network Learning Environment (ONLE) resulting in negative learning experiences. Typically, learners and instructors access each individual Web 2.0 tool by visiting each tool website because they perceive each tool as an individual entity and separated from other tools. Learner and instructors are overwhelmed by accessing all the required tools and, frequently, some tools are abandoned or forgotten. In this paper, a Social Network Linkage Design Model for PLE and ONLE is proposed and to discussed to improve effective ONLE and PLE. Social Network Linkage Design Model refers to a “Linkage Architecture” that “links and connects” multiple Web 2.0 tools in ONLE to allow learners, instructors, and other ONLE stakeholders to build and to manage their Personal Learning Environment.

Facilitator: *Cheng-Chang Pan*, Univ. of Texas Brownsville
366. IBSTPI Moving Forward: Update on the International Board of Standards for Training, Performance and Instruction  
2:15 to 3:15 pm  
North Tower - 2nd Floor: Salon V  
Presenter: Tiffany A. Koszalka, Syracuse 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. This session will provide an update on exciting ibstpi activities and accomplishments in recent years, including development of competencies for online learners, internationally validated revisions to the Instructional Designer competencies, and efforts to create an online community of ibstpi product users from around the globe. The Board is especially interested in gaining feedback from one of its founding organizations with regard to its library of products and what products and services it might develop and pursue in the future. As a result, a significant portion of this session’s time will be devoted to a discussion of professional practice and how ibstpi and AECT might best serve the professional community.  
Facilitator: Miriam B. Larson, Virginia Tech & University of Tennessee Knoxville

367. MIM Business Meeting  
2:15 to 3:15 pm  
North Tower - 2nd Floor: Salon VI  
Chair: Patricia Young, University of Maryland Baltimore County

368. TED Visualization and Concept Mapping (1)  
2:15 to 3:15 pm  
North Tower - 2nd Floor: Salon VII  
Presenter(s):  
Use of Open Source Visualization Tools to Enhance Reading Comprehension and Concept Attainment.  
Carol A. Brown, East Carolina University; Jennifer Banas, Northeastern Illinois University  
Instructional strategies using open resource tools such as Wordle and ManyEyes provide promise as visualization tools to enhance reading within a variety of contexts and learning environments. Could use of the word cloud imagery enhance reading comprehension and help teacher education students understand complex ideas and abstract concepts? This paper is a report on findings in use of a variety of tools to enhance reading for graduate and undergraduate teacher education students.  
Facilitator: Barbara Rosenfeld, Brooklyn College

369. D&D Design Cases in Web-based Learning (2)  
2:15 to 3:15 pm  
North Tower - 2nd Floor: Salon VIII  
Presenter(s):  
a. Lessons for Structuring Asynchronous Tutorials from the Design of Museum Exhibits. Saul Carliner, Concordia University  
What can instructional designers learn about structuring self-study asynchronous e-learning courses from museum exhibit designers, who design free-choice learning environments? This paper suggests several lessons. Specifically, it reports on the results of a critical study of the structure of 50 museum exhibition plans, which classifies the structures into 5 categories and identifies the strengths and weaknesses of each. Then it transfers the lessons to the structuring of self-study asynchronous e-learning tutorials.  
b. The Decisions Influencing the Design of an Adaptive Web Based Learning Environment. Raymond Flores, Texas Tech University; Fethi Inan, Texas Tech University; Fatih ARI, Texas Tech University; Ismahan Arslan-Ari, Texas Tech University; Amani Zaier, Texas Tech University  
The purpose of this study was to document the design decisions and challenges encountered by designers of an AWBLE which was developed to provide a platform for tailoring instructional strategies, content, resources, and interfaces based on two learner characteristics --motivation and prior knowledge.  
Facilitator: Shaun Jackson, Weber State University

370. International Division: Online Learning (2) - 4  
2:15 to 3:15 pm  
South Tower - 2nd Floor: Seville  
Presenter(s):  
a. The Effects of Internet Reading Experience on Reading Behaviors. Stanislaw Dylak, Adam Mickiewicz University; Ubermanowicz Chmiel Pawel, Adam Mickiewicz University; Lauren Cifuentes, Texas A&M University  
This study compared reading behavior of experienced Internet users and inexperienced Internet users by tracking eye movement during reading on both the Internet and in books. In Poland, experienced Internet users read differently from their less experienced counterparts. Their eyes searched through text, rather than moving through the text in a linear fashion. They read faster and comprehended more in less time.
b. **Use of Nonverbal Communication Elements and Sense of Community in Online Learning.**  
*Cengiz Hakan AYDIN, Anadolu University; Emel Goksal, Ministry of National Education*

This presentation intended to reveal the results of a study in which relationship between nonverbal communication behaviors of learners and their perceived sense of community in online learning environments was investigated. The study revealed no significant correlation between these variables. However, the presentation might not only give some design ideas for instructional designers and practitioners but also help researchers focus more on communication behaviors in online learning environments.

Facilitator: *Xiaoxue Wang*, Florida Gulf Coast University

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371. **TED eTools for Teaching and Learning (2)**  
*2:15 to 3:15 pm*  
*South Tower - 1st Floor: Terrace A/B*

**Presenter(s):**

a. **Effects of E-readers and E-textbook on Study Habits and Use Patterns Among College Secondary Students.**  
*Lee Daniels, E TN State Univ; Blake Snider, East Tennessee State University*

This session will report on the findings from a pilot study examining the use of digital textbooks delivered via electrophoretic displays (e-ink) for an educational technology course and U. S. History survey course at a regional university as well as a high school English Literature course. The study investigates student perceptions, study habits, use patterns, and learning outcomes related to e-readers as a textbook delivery system for higher education institutions and secondary schools.

b. **Assessing ePortfolio Implementation.**  
*Minaz Fazal, New York Institute of Technology*

In today’s digital age, portfolios have transformed from paper based to cyber-based. Electronic portfolios (ePortfolios) are emerging as common practice in teacher education programs to demonstrate student outcomes. Few studies have systematically investigated student perceptions of ePortfolio and how they would like to see portfolios used in their assessment. The proposed presentation will discuss a participatory assessment approach used to systematically evaluate a pilot ePortfolio implementation. Research methodology, instruments and emerging data will be discussed.

Facilitator: *Ingrid Graves*, Tarleton State University

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372. **D&D Game-based Learning (2)**  
*2:15 to 3:15 pm*  
*South Tower - 1st Floor: Terrace C/D*

**Presenter(s):**

a. **The Effects of Post Organizers in Game-Based Learning.**  
*Sungwon Chung, Texas Tech University; Jongpil Cheon, Texas Tech University*

This study investigated the effectiveness of organizers in a serious game as an instructional unit. For this study, a serious game about transistor recycling was used as a tool for game-based learning. The results revealed that a post organizer provided, after the game was finished, positively influenced the participants’ recall of the learning content and their perceptions of enjoyment, learning tool, and satisfaction toward the game. However, no organizer and an advance organizer had no effect.

b. **The Relationship between Motivational Processing and Outcome Processing in DGBL: A Regression Analysis.**  
*Wen-hao David Huang, University of Illinois at Urbana-Champaign*

To further explain DGBL’s motivational support beyond the scope of intrinsic motivation, this present study, situated in the theory of Motivation, Volition, and Performance (MVP), examined the relationship between motivational processing and outcome processing in an online instructional game. With 264 valid cases, a regression analysis revealed a significant model between motivational processing (attention, relevance, and confidence) and outcome processing (satisfaction). The finding implies the need to consider extrinsic motives in sustaining motivation in DGBL.

Facilitator: *Rod Myers*, Indiana University

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373. **K-12 Online Learning in South Korea: Lessons for United States Jurisdictions**  
*2:15 to 2:45 pm*  
*South Tower - 1st Floor: Terrace E/F*

**Presenter(s):** *Michael Barbour, Wayne State University*

Over the past fifteen years, the South Korea government implemented three Master Plans beginning with building up the infrastructure to implement information and communications technologies (ICT) in the classroom, followed by the creation of online course content and the training of teachers to use and teach with ICT, then proceeding to implement programs designed to offer K-12 education at a distance. This session will present lessons from this centrally planned initiative for US-based virtual schools.

Facilitator: *Xin Chen*, Virginia Tech
374. D&D Digital Game Design (1)  
2:45 to 3:15 pm  
South Tower - 2nd Floor: Barcelona  
Presenter(s):  
A Theoretical Framework for Aligning Problem Solving & Gameplay. Richard Van Eck, Woei Hung, University of North Dakota  
Many have argued that games address can promote problem-solving skills (e.g., Gee, 2007a; Greenfield, 2010; Van Eck, 2006, 2007; Yanuzzi & Behrenhausen, 2010). Yet problem solving is far more complex than many first realize, just as games are. Problems differ significantly in structure-ness, required prior knowledge, ability to embed other sub-problems, and cognitive structure. We present a theoretical framework for aligning gameplay types using what we call iGrids, with problem types based on current research.  
Facilitator: Lesley S. Farmer, CSU, Long Beach

375. MPD – Kill two birds with one stone in an embodied interaction game: An engagement model for both fun and learning  
2:45 to 3:15 pm  
South Tower - 1st Floor: Terrace E/F  
Presenter(s): Yeonjeong Park, Si Jung Kim, Kichol Lee, Virginia Tech  
An interesting phenomenon in game-based learning is the tension between fun and learning. This presentation deals with how to resolve the tension through the engagement model explaining the relationship between emotional values from fun and cognitive values from learning in both entertainment and educational aspect. An experiment study with Wii tennis, an instance of embodied interaction game, provided an implication: fun and learning is associated with the level of engagement of the player throughout the effective design of user interface.  
Facilitator: Xin Chen, Virginia Tech

376. AECT General Session #3  
3:30 to 4:30 pm  
Lobby Level: Grand Ballroom A  
Keynote Presenter: Karen Cator, Director of the Office of Educational Technology, U.S. Department of Education  
Refer to the keynote address descriptions, p. 6.  
Facilitator: Barbara Locke, Virginia Tech

377. AECT General Member Meeting, Awards & Speeches  
4:30 to 5:30 pm  
Lobby Level: Grand Ballroom A  
Presenters: Barbara Locke, Virginia Tech; Ana Donaldson, Walden University  
Chair: J. Michael Spector, University of Georgia

378. University Receptions  
5:30 to 7:00 pm  
Lobby Level: Grand Ballrooms E, F, G & Hall  
Take this opportunity to connect with colleagues, learn about institutional programs, and meet faculty and students at this annual event. Participating Universities include:  
- Arizona State University, Host: Jim Klein  
- Florida State, Host: Allan Jeong  
- Indiana University, Host: Ted Frick  
- Morehead State University, Host: Dr. Chris Miller  
- Northern Illinois University, Host, Lara Luetkehans  
- Univ. of Georgia, Host, Dr. Lloyd Rieber  
- Univ. of Memphis, Host: Trey Martindale  
- University of North Dakota, Host: Rick Van Eck  
- Wayne State University, Host: Monica Tracey  
- Virginia Tech University, Host: Barbara Locke  
- University of Hawaii At Manoa, Host: Catherine Fulford  
- Walden University, Sylvia Arehart and Mary Friend Shepard

379. ISMF Awards  
7:00 to 9:00 pm (seating at 6:30pm)  
Lobby Level: Grand Ballroom A
380. AECT Intern Breakfast Meeting - Saturday
7:00 to 8:00 am
South Tower - 2nd Floor: Commodore Boardroom

381. Nominating Committee for 2012 Elections
7:00 to 8:00 am
South Tower - 2nd Floor: Presidential Suite, 1702
Chair: J. Michael Spector, University of Georgia

382. TED National Studies on Teaching & Technology (2)
8:00 am to 9:00 am
South Tower - 2nd Floor: Barcelona
Presenter(s):

a. Results from a National Survey on Teacher Characteristics Associated with the Integration of ICT in Literacy Classrooms. Amy Hutchison, Iowa State University
This paper reports the results of a national survey (n=1450) investigating the teacher characteristics and environmental factors (e.g. years of teaching experience, teacher’s age, professional development experience) associated with the extent to which literacy educators integrate Information and Communication Technologies (ICTs) into instruction. It supplements, expands, and updates previous efforts to characterize teachers’ integration of ICTs. This session will also be used to discuss the role of professional development in facilitating lasting and meaningful integration of ICTs into instruction.

To better understand how technology use among elementary and secondary teachers differs, a survey was distributed to accomplished technology-using teachers examining teacher technology use. Of 186 teachers who self-selected to participate, elementary teachers were more likely to use technology on a weekly basis to support students with special needs, whereas secondary teachers reported using technology more for information presentation and administrative/classroom purposes. Interviews of thirty teachers were conducted and teacher artifacts were analyzed to validate the findings of the survey results.
Facilitator: Andrew Barrett, Indiana University

383. ISMF Saturday Workshop/Lab - A
8:00 am to 2:00 pm
North Tower - 1st Floor: Garden 1

384. ISMF Saturday Workshop/Lab - B
8:00 am to 2:00 pm
North Tower - 1st Floor: Garden 2

385. ISMF Saturday Workshop/Lab - C
8:00 am to 2:00 pm
North Tower - 1st Floor: Garden 3

386. ISMF Saturday Workshop/Lab - D
8:00 am to 2:00 pm
North Tower - 1st Floor: Garden 4

387. TED Redefining Teacher Education for Digital Age Learners
8:00 am to 9:00 am
South Tower - 2nd Floor: Granada
Presenters: Susan Stansberry, Oklahoma State University; Lee Daniels, E TN State University
Facilitator: Ann Parsons, International School of Kuala Lumpur

388. D&D – The Instructional Design Knowledge Base: Theory, Research & Practice
8:00 am to 9:00 am
Lobby Level: Grand Ballroom A
Presenter(s):
The Instructional Design Knowledge Base: Theory, Research & Practice. James Klein, Arizona State University; Rita C. Richey, Wayne State University
This session will focus on the intellectual foundations of the instructional design (ID) field. We will consider a wide range of theoretical and conceptual foundations that currently shape the field and propose a taxonomy of ID that has implications for theory, research and practice.

389. D&D Design of Mathematics Instruction (2)
8:00 am to 9:00 am
Lobby Level: Grand Ballroom B
Presenter(s):

We empirically examine Grade 2 students (3 girls, 3 boys) working in triads to solve plane (2D) geometry tasks, using physical and virtual manipulatives (tangrams). Analysis juxtaposed three learning theories to describe holistically the nature of manipulative interpretation as pertaining to co-constructive features (discourse, gesture, gaze). We propose that novel understandings of student cognition and social activity provide original uses for instructional mathematical technologies in the classroom, leading us to advocate emerging multi-user, gesture-based interfaces.
b. Pre-Kindergarten Mathematics & Science: Design-Based Research on Curricular Development. Mable Kinzie, University of Virginia; Jessica E. Whittaker, University of Virginia; Youngju Lee, University of Virginia

In this paper, we provide a rationale for math and science inquiry at the pre-kindergarten level, and describe our design-based model guiding curricular development for at-risk students and professional development for their teachers. We describe our iterative development process involving implementation, observation, and evaluation across two years and 12 classrooms, along with external review by early childhood experts in math and science. We close by describing revisions to our curricula/supports and to our design-based model.

Facilitator: K. J. Saville, Marshall University

390. D&D Learning Online (2)
8:00 am to 9:00 am
Lobby Level: Grand Ballroom C
Presenter(s):

a. Assessing Learning in Online Simulations: A Case Study of the Diffusion Simulation Game. Miguel Lara, Indiana University; Jake Enfield, Indiana University; Rod Myers, Indiana University; Ted Frick, Indiana University
Assessing whether learning occurs when playing digital educational games and simulations can be challenging (Dempsey, Rasmussen, & Lucassen, 1996; Hays, 2006; cf. Thiagarajan, 2003). Several authors have used different methods and techniques to identify learning instances. We will describe the process, methods and tools utilized in a study conducted to assess whether learning and strategic thinking had been promoted in students after playing the online version of the Diffusion Simulation Game (DSG) multiple times. Among the assessment methods and techniques we used are: pre- and posttest, thinking aloud, and interaction trails.

b. Relationships among Perceived Learning Environment, Learning Strategies Adopted, and Learning Success of Online Adult Students: A Structural Equation Modeling Approach. Fengfeng Ke, Florida State University; Dean Kweek, University of New Mexico; Alicia Chavez, University of New Mexico
The present study investigated the relationships among measures of distance learning environment, learning strategies, and self-perceived learning success of online adult students. Several competing hypotheses were tested using structural equation modeling. The results indicated that adult students’ perceived online learning success was influenced by two sets of distinct, but mutually correlated learning environment and strategy factors.

Facilitator: Elizabeth Park, University of Hawaii

391. D&D Software Design (2)
8:00 am to 9:00 am
Lobby Level: Grand Ballroom D
Presenter(s):

a. Software Assistance in Computer Based Learning. Drew Brown, Student; Brian Nelson, Arizona State University
In this session, we present a study on the effects of assistance delivery method on retention as a measure of learning, time to completion, and user feedback in a computer based learning environment. We examine three treatment groups that were each given specific and identical tasks via different delivery methods.

b. The Educational Experiences of Software Designers working in Education Related Fields. Marisa Exter, Indiana University
This study explores the types of formal (university) and non-formal (including work-sponsored, self-taught, and informal) educational experiences of software designers currently working in educational technology, the degree to which they feel these experiences prepared them for their current roles, and their suggestions for an ideal education for someone in this type of role. Gaps or areas for improvement in educational preparation and continuing education as identified by participants will be highlighted.

Facilitator: Thomas Hergert, St. Cloud State University

392. D&D Computer Supported Collaborative Learning (2)
8:00 am to 9:00 am
Lobby Level: Grand Ballroom F
Presenter(s):

a. Computer Supported Collaborative Learning: Do we really know about it? Hongri Lian, Virginia Tech
CSCL has been shared interests by researchers from multi-disciplinary fields. However, little consensus is found on defining CSCL and few studies consider technology attributes in terms of computer support. The purpose of this presentation is to rethink of collaborative learning in CSCL by differentiating it from cooperative learning. In addition, six key technology attributes are identified and a variety of technology for collaborative learning is explored. In the end, a concept design of CSCL is illustrated.
b. **Strategies to enhance online synchronous communication: Group dynamics approach.**  
*E-Ling Hsiao, Xiaoxia Huang, Indiana State University; David Moore, Ohio University*

The purpose of this article is to explore the potential of using a group dynamics approach to enhance synchronous communication in an online environment. A set of strategies based on research and experience is proposed with the group dynamics approach. The concepts of online synchronous communication, group dynamics, and relevant strategies will be discussed during the presentation.

Facilitator: *Brian Beatty*, San Francisco State University

### 393. The National Technology Leadership Coalition and AECT’s Involvement

**8:00 am to 9:00 am**  
South Tower - 2nd Floor: Madrid

Presenters: *Barbara Locke*, Virginia Tech; *Abbie Brown*, East Carolina University; *Michael Spector*, University of Georgia; *Mary Herring*, University of Northern Iowa; *Sharon Smaldino*, Northern Illinois University; *Glen Bull*, University of Virginia

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) facilitate and encourage cross-disciplinary discussion of appropriate uses of technology in the core content areas across professional associations; (b) serve as a clearinghouse for consultation with corporate partners who are designing advanced uses of technology intended to facilitate learning; (c) collaborate with federal policy makers and legislators to ensure that this topic remains at the forefront of the national education agenda; (d) support and facilitate scholarly dialog in professional journals and conferences; and (e) ensure that university theory and research are applicable to applied uses in schools. Outcomes of the previous two meetings of NTLC will be presented along with a discussion about future directions and priorities.

Facilitator: *David Carbonara*, Duquesne University

### 394. T&P Perceptions of Training (2)

**8:00 am to 9:00 am**  
South Tower - 1st Floor: Regal

Presenter(s):

a. **So What Do They Think? Results of a Qualitative Study of the Perceptions of Training.**  
*Saul Carliner, Concordia University*

What are the perceptions of the training function held by the people who take—or pay for—training?

That’s the question underlying this study. Specifically, it reports the preliminary results of a qualitative study of the perceptions of training that are held by front-line workers, their managers, and their managers’ managers in three Information Technology groups. This presentation reports the key findings from this study, as well as the drivers of the perceptions of training that are suggested by it.

b. **Determining the Relationship Between Safety Managers’ Perceptions of Asynchronous E-learning and Site Safety Performance.**  
*Paul Ayers, University of Memphis; Trey Martindale, University of Memphis*

This study seeks to investigate the perception of perceived value of asynchronous learning opportunities presented to safety managers at one company’s paper production sites located throughout the United States, and the relationship between site safety manager perceptions of e-learning and their respective site’s safety ranking. The researcher will present findings of this study and the implications for practice of learner perceptions of e-learning opportunities within corporate settings.

Facilitator: *David Carbonara*, Duquesne University

### 395. ISMF Saturday Workshop/Lab - E

**8:00 am to 2:00 pm**  
North Tower - 2nd Floor: Salon I

### 396. ISMF Saturday Workshop/Lab - F

**8:00 am to 2:00 pm**  
North Tower - 2nd Floor: Salon II

### 397. DDL The Continuing Evolution of DL (b) (2)

**8:00 am to 9:00 am**  
North Tower - 2nd Floor: Salon III

Presenter(s):

a. **Designing an online learning environment to optimize adult learners’ collaborative group work: Design Research.**  
*Eunjung Oh, University of Georgia*

This paper reports on iterations one and two of a two-year design research project to design and develop a graduate-level online “E-Learning Evaluation” course to best support adult learners’ group work experience. It addresses the following areas: challenges, groups’ attributes, and requisite supports or scaffolding. Also included are findings implications from the first iteration and design modifications for the project’s third iteration.
b. Adoption of Virtual Classrooms for Online Courses in Higher Education. Florence Martin, University of North Carolina - Wilmington; Michele Parker, UNCW; Beth Allred, University of North Carolina - Wilmington

The purpose of this presentation is to present the results of a study on the adoption of virtual classrooms by faculty at a higher education institution. The characteristics, tools and factors that helped in the decision making process of adopting virtual classrooms for their synchronous online teaching will be discussed. The characteristics of individuals who adopt virtual classrooms and the consequences for the individual and the university will also be discussed.

Facilitator: Li-chin (Crystal) Huang, Univ. of Minnesota Twin Cities; Chippewa Valley Technical College

398. Audacity for Education
8:00 am to 9:00 am
North Tower - 2nd Floor: Salon IV

Presenter(s): Amy Berger, Pepperdine University
Audio files have become a key component in Distance Learning and Instructional Design projects. However, many Educators are not familiar with the steps and tools needed to create polished, professional-quality audio files. Audacity is a free, open-source, cross-platform audio editor. Participants will download and deploy Audacity software for PC/Mac, use Audacity to create single and multi-track audio files in multiple formats, and discuss important points about effective aural learning and copyright law regarding audio files. This presentation will provide an extensive demonstration of the audio editing software, Audacity, featuring how it works, how it supports the learning styles typical of Gen Y/Gen Z learners, and a wide variety of editing tasks. Attendees will receive handouts and will be introduced to the presenter’s website which features video tutorials and other information on using the software for instruction.

Facilitator: Miriam B. Larson, Virginia Tech & University of Tennessee Knoxville

399. ISMF Saturday Workshop/Lab - G
8:00 am to 2:00 pm
North Tower - 2nd Floor: Salon V

400. 2011 AECT Convention Planning
8:00 am to 9:00 am
North Tower - 2nd Floor: Salon VII
Chair: Ana Donaldson, Walden University

401. RTD Web 2.0 (3)
8:00 am to 9:00 am
North Tower - 2nd Floor: Salon VIII

a. Correlation between College Students’ Usage and Technology Acceptance Level on Web 2.0 Applications for Learning. Wen-hao David Huang, University of Illinois at Urbana-Champaign; Sun Joo Yoo, University of Illinois at Urbana-Champaign

This correlation study investigated the relationship between college students’ usage and technology acceptance on Web 2.0 applications. Targeting seven applications (blogs, wikis, instant messenger, video sharing, social networking tools, online game, and virtual environment), the data was collected by online surveys based on Unified Theory of Acceptance and Use of Technology. With 449 cases, the results confirmed the relationship between students’ intrinsic and extrinsic motives and their Web 2.0 usage with deviations on certain tools.

b. Facilitating Students’ Global Perspectives: Collaborating with International Partners using Web 2.0 Technologies. Peg Ertmer, Purdue University; Tim Newby, Purdue University; Ji Hyun Yu, Purdue University

We explored the impact of a wiki-based international collaboration project in terms of 1) students’ cultural competencies, 2) their confidence for Web 2.0 -based international collaboration, and 3) their perceptions of their pedagogical knowledge to effectively use Web 2.0 tools in the future. Results showed significant change in all these variables, specifically confidence for Web 2.0 -based international collaboration was the best predictor of their cultural competencies. Qualitative results provided insights into critical project components.

c. What is it and why should I do it? Twitter use in an undergraduate educational technology course. Vanessa Dennen, Florida State University; Yoon Jeon Kim, Florida State University; BIJEN HSIEH, Florida State University

In this study we explore student use of Twitter in an undergraduate educational technology course, looking at how well Twitter can connect multiple course sections and provide a larger community for answering course questions and sharing relevant resources. Findings show lack of prior familiarity and general resistance to Twitter use. Resistance was based on (a) desire to interact with instructor
rather than peers; (b) unclear relationship between
tweeting and grades; and (c) general technology
overload.
Facilitator: Will Monroe, Louisiana State University

402. SC – Transforming Learning and Instruction (2)(b)
8:00 am to 9:00 am
South Tower - 2nd Floor: Seville
Presenter(s):

a. Stakeholders Perception of Systemic Change:
Statewide Transfer and Articulation Policy, Claudius Rodgers, Indiana University
The statewide transfer and articulation policy represents a significant systemic change in
postsecondary education in the state. The purpose of this study is to explore stakeholders’ perceptions of
the policy and its implication to their professional practice. This qualitative study used narrative inquiry
to explore the experiences of eight stakeholders perceptions. Data was collected through document
analysis and semi-structured interviews. Thematic analysis was conducted on interview transcripts to
identify shared themes among participants.

b. The Role of Personalized Integrated
Educational Systems in the Information-Age
Paradigm of Education. Sinem Aslan, Yeol
Huh, Dabae Lee, Charles M. Reigeluth, Indiana University
Reigeluth et al. (2008) identified major and
secondary functions of Learning Management
Systems for the information-age paradigm of
education. Major functions include record keeping,
planning, instruction, and assessment for student
learning. Secondary functions are communication,
general student data, school personnel information
and LMS administration. Seven classroom teachers
and one technology coordinator were interviewed
in order to reveal how they use their LMS and
whether their use is aligned with the information-
age functions.

403. SMT – Using Social Networking to Increase the
Bond between Teachers and Parents: Implications for
Residential Schools for the Deaf
8:00 am to 9:00 am
South Tower - 2nd Floor: Valencia
Presenter(s): Becky Sue Parton, Robert Hancock,
Southeastern Louisiana University
Teachers at residential schools for the Deaf do not
often have the same opportunity to communicate
with parents that teachers in local schools do.
Likewise parents may not see the daily activities of
their children. By using social networking tools, it
may be possible to create stronger bonds between
teachers, parents, and students. In this study,
teachers used Flip camcorders to record students
in the classroom then shared videos, photos, &
messages with remote parents.
Facilitator: Bellarmine Ezumah, Howard University

404. Finding e^3 (effective, efficient, engaging) Instruction
(workshop)
9:00 am to 12:00 pm
North Tower - 2nd Floor: Salon VI
Presenter(s): M. David Merrill
This improving instruction workshop will instruct
participants in the use of the e^3 course critique
checklist that will enable them to determine the
extent to which First Principles of Instruction have
been implemented in a given instructional product.
The resulting evaluation provides an e^3 score for
the instruction as a whole and each component skill
that is taught. The checklist also provides specific
prescriptive recommendations for improving the
instruction.

405. Leadership Development (workshop)
9:00 am to 12:00 pm
South Tower - 1st Floor: Terrace A/B
Presenter(s): Karen Kaminski, Colorado State University
This interactive workshop investigates the different
frames of leadership, leadership style, ethical
challenges, and activities that you can use to
develop your leadership knowledge and skills. We
will investigate current literature on leadership
including organizational, technological, and global
issues. We will reflect on where we are as leaders,
where we want to be, and steps we might take to get
there. Interested in leadership in AECT? Participate
in the afternoon Workshop “Developing Leaders in
AECT”.

Intentional Design in a Virtual World (workshop)
9:00 am to 12:00 pm
South Tower - 1st Floor: Terrace C/D
Presenter(s): David Dannenberg, Virginia Tech; Michael A
Evans, Virginia Tech
This workshop is intended for higher education
faculty, teacher trainers, and industry-based
instructional designers looking to advance their
understanding and use of Second Life. Focus is
on incorporating the functionality of holodecks,
multi-scene installations, and the ImagiLearning
Logic System into Second Life builds. By the end
of this workshop participants will walk away with a
holodeck, the ImagiLearning Logic system and the
knowledge of how to implement them in their own
Second Life projects.
407. Producing and Directing Educational Videos: Techniques that Will Work at Any Budget Size
(workshop)
9:00 am to 12:00 pm
South Tower - 1st Floor: Terrace E/F
Presenter(s): Daniel Tillman, University of Virginia

Producing and directing educational videos can be a rewarding experience. Participants in this workshop will learn and practice scalable video production techniques applicable to projects of any size, regardless of whether the budget is nonexistent or overfunded. The instructor has been a professional documentary filmmaker focusing upon education themed movies since 2001, and worked in animation prior to then. This workshop is especially encouraged for anyone involved or interested in the AECT HistoryMakers Series.

Schwartz, Wayne State University/Huron High School

Since the early 2000’s social networking tools have been on the rise in personal, professional, and educational use. These tools allow for users with common interests to access and create content instantaneously on the web. The presenters in this session including a professor, graduate students, and high school teacher, will discuss the evolution and motivation behind using a NING in an instructional technology graduate program, and how its use spawned interest in the students and professor and began a trickling effect to others. Data collected from student evaluations, and questionnaires from students and workshop attendees will be presented and discussed.

b. Training Health Educators to Use Wikis to Promote Credible Online Health Information. Diane Hamilton-Hancock, Western Illinois University; Leandra Hemphill, Western Illinois University

Health Science graduate students developed wikis to promote quality health resources and support to consumers. Students used the DISCERN instrument to evaluate the quality and reliability of their peers’ wikis. Results of the peer and instructor feedback and student evaluations of the assignment will be described. Because these students have been trained in many health disciplines and represent numerous countries, the conclusions will focus on the national and international applications of collaborative health-focused wikis.

408. TED TPACK Panel Discussion (1)
9:15 to 10:15 am
South Tower - 2nd Floor: Barcelona
Presenter(s):
TPACK Panel: Implications for Teacher Education. Drew Polly, UNC-Charlotte; Jennifer Banas, Northeastern Illinois University
Panelists will facilitate a discussion of TPACK and its implications for teacher education programs.
Facilitator: Lucilia Green, Georgia Southern University

410. International Forum 2
9:15 to 10:15 am
Lobby Level: Grand Ballroom A
Presenter: Dongyuan Cheng, China Association for Educational Technology (CAET)

The model of teaching and learning changes due to development of media and technology, such as computer, multimedia, and Internet. Information communication and technology (ICT) is to improve learner’s creativity as well as performance because of its (1) optimizing learning environment to address personalized requirement, (2) enriching learning resources to form complex knowledge and skills, (3) facilitating learning management for objective assessment, and (4) keeping progressive steps for reflective thinking.
Facilitator: Xiaoxue Wang, Florida Gulf Coast University

411. D&D Using Web 2.0 Technologies (2)
9:15 to 10:15 am
Lobby Level: Grand Ballroom B
Presenter(s):

a. Networking on the Ning: Building Communities of Learners to Support Classroom Discussion and Learning. Monica Tracey, Wayne State University; Kelly Unger, Wayne State University; Matthew

b. Motivating and Engaging OCW Users: A Case Study on Samsung Economic Research Institute’s Online Knowledge Portal. Wen-hao David Huang, University of Illinois at Urbana-Champaign; Seung-Hyun Han, University of Illinois at Urbana-Champaign; Un-Yeong Park, University of Illinois at Urbana-Champaign; Jungmin Seo, University of Illinois at Urbana-Champaign

Recent institutional open education initiatives, such as the OpenCourseWare (OCW) of MIT, have inspired higher education to deploy OCW technology in the global society. Amongst various issues, OCW’s financial sustainability remains unstable. To address this problem, this case
413. AECT & TED – Developing an Educational Technology Knowledge Management System for PK-12 Teacher Professional Development
9:15 to 10:15 am
Lobby Level: Grand Ballroom D
Presenter(s): Anne Bednar, Eastern Michigan University; Nancy L Copeland, Eastern Michigan University
This presentation is co-sponsored by the Teacher Education Division to fast start your interaction with a knowledge management wiki that organizes educational technology information. Three doors provide access to the knowledge base; a sociogram of people in the field; and professional, interactive, collaborative communities. The edu-techKnowi ki is evolving through the collaboration of the educational technology professional community nationwide and invites your participation.
Facilitator: Ken Potter, Virginia Tech

414. D&D Digital Video in Instruction (2)
9:15 to 10:15 am
Lobby Level: Grand Ballroom F
Presenter(s):

a. The Effects of Elaborations in Asynchronous Video. Julie Moustafa, Amy Adcock, Moustafa R. Moustafa, Old Dominion University
As the economic forecast for expenditures in education darken, the call for efficacy in the development of effective instructional technology grows more fervent. Considerable resources are utilized in delivering asynchronous video in higher education courses. This study was designed to investigate a means to effectively utilize recorded video lectures as a supplemental study tool. In this case, the impact of elaborative statements and video bookmarks were used to enhance the retention of engineering concepts.

b. Incorporating a Digital Video Project into a Business Writing Course. Peter Fadde, Southern Illinois University; Patricia A Sullivan, Purdue University
We introduced a digital video project into a multi-section business writing course because video is becoming an important part of business communication. In addition, the graduate assistant teachers of the course benefited by learning how to incorporate video projects into their future teaching. Issues included: 1) Anticipating how students will use video in their future careers, 2) technical and logistical challenges, and 3) getting buy-in from students and teachers with limited video experience.
Facilitator: Brian Beatty, San Francisco State University

415. Featured Research on Critical Thinking
9:15 to 10:15 am
Lobby Level: Grand Ballroom G
Presenter(s): Nari Kim, University of Wisconsin - Oshkosh
The purpose of this study was to investigate how to use wikibooks as a scaffolding tool to improve critical thinking skills. Two wikibook projects in graduate courses were selected. As a mixed-method study, two research questions were examined: the degrees of participation and the levels of critical thinking in wikibook creation with enhanced and minimal scaffolds. Results showed that the use of enhanced scaffolds to promote critical thinking were an important factor in wikibook creation.
Discussant: Anne Ottenbreit-Leftwich, Indiana University
Facilitator: Kathryn L. Ley, U Houston Clear Lake

416. AECT Saturday Board of Directors Meeting
9:15 to 12:00 pm
North Tower - 2nd Floor: Harbor Room
Chair: Barbara Locke, Virginia Tech

417. TED Reflective Practice in Teacher Education (2)
9:15 to 10:15 am
South Tower - 2nd Floor: Madrid
Presenter(s):

a. Reflective Teacher Education: Moving from “Technocentric” to Experiential. Shadow Armfield, Michael Blocher, & Laura Sujo-Montes, Northern Arizona University
The field of educational technology has operated under what Harris, Mishra, and Koehler (2009)
call “technocentric” strategies for many years now. The changing landscape of students enrolling in teacher education programs, technologies available within classrooms, and understandings about best practices in teacher education, require changes in the way that student learn to integrate technology into the curriculum. This presentation explores an experiential and reflective alternative to educational technology classes.


The teacher education program at a large university has incorporated technology in its curriculum design by integrating technology into theory and practices courses and culminating with student teaching supervision. To use best practice in technology for the teacher education programs, faculty members collaboratively created opportunities for experiencing learning through an online/hybrid course and the utilization of video and audio recording of teaching performance followed by self-analysis and reflection.

Facilitator: Heather Leary, Utah State University

418. MPD – Online Learning Settings

9:15 to 10:15 am
South Tower - 1st Floor: Regal

Presenter(s):

a. Interactive Technologies for Synchronous Online Teaching. Florence Martin, University of North Carolina - Wilmington; Dan Noonan, UNCW

In this short paper, five different interactive technologies used to teach synchronously online courses will be showcased and demonstrated. These five technologies are Polycom PVX, Horizon Wimba Virtual Classroom, MediaSite, SharedView, and Skype. The advantages and disadvantages of these technologies will be discussed. This presentation will promote global education and will introduce opportunities for educators to maintain the interaction in the classroom while providing an option for the students to take classes online.

b. Student Perceptions of Using Multimedia in Experiential E-Learning. E-Ling Hsiao, Indiana State University

The purpose of this study is to investigate student perceptions of using multimedia for supporting their experiential e-learning. 48 students enrolled in two fully online business courses will participate in the study. A multiple-item survey will be distributed at the end of the course. Data will be collected and analyzed by June 2010. Results will be reported and implications for multimedia design in experiential e-learning will be discussed during the presentation.

Facilitator: Jake Enfield, Indiana University

419. RTD Strategies for Learning (2)

9:15 to 10:15 am
North Tower - 2nd Floor: Salon III

Presenter(s):

Team Process Dynamics: Shared Mental Model Change Patterns in Learning Teams. Tristan Johnson, Florida State University; Selcuk Karaman, Ataturk University

In this study, Shared Mental Model (SMM) change patterns were examined. Data collected included 788 observations from 21 teams. Patterns facilitate the selection of the most appropriate team intervention to support teams at the right time in the team’s lifecycle. Results from the study revealed that although SMM is subject to fluctuations during team progress, it reaches to a higher more steady level at the end of the semester. Sharp changes in SMM regardless of its direction seemed to be the signs of potential troubles in a team.

Facilitator: Tracey Stuckey-Mickell, Northern Illinois University

420. Going beyond word of mouth: Opening up new online learning opportunities for dental students (Session Two)

9:15 to 10:15 am
North Tower - 2nd Floor: Salon IV

Presenters: Sandra D Challman, University of Kentucky; Pam Stein, University of Kentucky College of Dentistry

In Session Two, attendees will be asked to offer ideas and suggestions to solve an instructional design problem. In a previous session (Session One) on Thursday, faculty members from the University of Kentucky presented their challenges in designing and implementing a distance education program for their dental students. At the end of the first session, attendees were asked to brainstorm ideas and return to the second session to share their suggestions. This second session will be an audience participation session where attendees will debate/discuss how to best to transform the dental program.

Discussant: Jason Huett, University of West Georgia
Facilitator: John Burton, Virginia Tech
421. RTD Transforming Learning and Instruction (2)
9:15 to 10:15 am
North Tower - 2nd Floor: Salon VIII
Presenter(s):
  *Jane Eberle, Joczenia Colorado, Marcus Childress, Harvey Foyle, Emporia State University*
  Heutagogy allows instructors and students alike to be creative and to enjoy a mutual respect of ideas. Students are encouraged to be introspective, open-minded, and cognizant of past experiences and their relevance to future learning. The theory of heutagogy as compared to pedagogy and andragogy and how it enhances right-brain thinking, a crucial element of the Conceptual Age will be discussed along with other learning strategies. Suggestions and examples for implementation will be offered.

b. Teaching Toward a Whole New Mind:
   Technology Integration and Instructional Design for the Conceptual Age.
   *John Cowan, Northern Illinois University*

This Category 1 presentation will share a meta-analysis of Conceptual Age Theory, which Pink (2005) describes as a global economic transition from the Information Age to an age that is based in processes, not material items, and in which the engagement of the right brain is critical. In this session I will discuss the Conceptual Age and share how it provides both an instructional design lens and a rationale for the development of technology-rich curriculum.

Facilitator: *Enilda Romero,* Old Dominion University

422. SMT – Survey of commercial off-the-shelf games, benefits and barriers in formal educational settings
9:15 to 10:15 am
South Tower - 2nd Floor: Seville
Presenter(s): *Albert Ritzhaupt, University of Florida; Erin Gunter, University of North Carolina Wilmington*

This presentation presents the results of a survey of professionals on commercial-off-the-shelf (COTS) games and their use in formal educational settings. Participants included members of the Special Interest Group of Games and Simulations (SIGGS) in the International Society for Technology in Education (ISTE). One hundred thirty-seven participants responded to the survey. Results show which COTS games are appropriate for educational settings as well as benefits and barriers to COTS game integration.

Facilitator: *Ann Parsons,* International School of Kuala Lumpur

423. TED Teaching Creativity and Innovation (1)
10:30 to 11:30 am
South Tower - 2nd Floor: Barcelona
Presenter(s):
- Teaching Creativity and Innovation through Manufacturing Partnerships and NSF Support.
  *Susan Stansberry, Brandy Close, Oklahoma State University*
  Through an NSF-sponsored grant, an online course designed for teachers to engage in pedagogies and technologies associated with creativity, innovation, and invention has been developed. The project also features connections to STEM content and partnerships between manufacturers and classroom teachers.

Facilitator: *Douglas Hudson Tedford, Ed.D.*, member

425. DDL Tech Tools (d)
10:30 to 11:30 am
South Tower - 2nd Floor: Granada
Presenter(s):
- Roles of the Chat in a WebEx section: “How is the chat going in a WebEx session?”. *Tami Im, Florida State University*
  Many instructors expected that use of multichannel communications would change the interaction in their on-line course as close to a face to face. What happen in a real on-line course? Is the chat always going with the key channel? Or is there any possibility that the chat might be going alone? In this paper, how the chat is used in a WebEx session, and what roles the chat has comparing with the key-channel were explored.

b. Beyond Video: A Framework for Analyzing Openness and Flexible Thinking in Online Comment Threads. *Penny Thompson, Michigan State University*

This session will present a framework, based on Cognitive Flexibility Theory, for analyzing comment threads from video based social media as texts that can facilitate deep learning about complex topics. Use of this framework can provide guidance for choosing discussion threads to use as educational material and can suggest ways to maximize their educational benefits. The results of a preliminary analysis applying the framework to a selection of discussion threads will also be presented.

Facilitator: *Shahron Williams van Rooij,* George Mason University
426. D&D Multimodal Instruction (2)  
10:30 to 11:30 am  
Lobby Level: Grand Ballroom A  
Presenter(s):  

a. Multimodal Diversity Model: A Model for Diverse Learning Environments. Joe’l Lewis, Ph.D., University of South Alabama; Stephen Sullivan, University of South Alabama  
The Multimodal Diversity Model incorporates Universal Design for Learning and diversity. This model includes strategies for physical, cognitive, and cultural diversity which address the issue of reaching as many learners as possible through multiple means of representation, engagement, and expression. This model also assists instructional designers in the design of instruction in order to meet the needs of our evolving learning environments.

b. Multimodal Instruction: Worthwhile or Overload. Stephen Sullivan, University of South Alabama; Joe’l Lewis, Ph.D., University of South Alabama  
A review of the literature regarding multimodal instruction indicates that the design of instruction using a variety of modes in the areas of representation, expression, and engagement is an effective approach for all learners. The principles of Universal Design and Universal Design for Learning require the use of multimodal instruction in various contexts with different populations. This presentation explores the impact and implications of a multimodal approach on the design of instruction and learning.

Facilitator: Anne Mendenhall, Florida State University

427. D&D Social and Emotional Factors in Design (2)  
10:30 to 11:30 am  
Lobby Level: Grand Ballroom B  
Presenter(s):  

a. The role of social cues in multimedia learning: Does the appeal of a pedagogical agent’s appearance and voice make a difference? Steffi Domagk, University of Erfurt, Germany; Helmut M. Niegemann, University of Erfurt  
Pedagogical agents are lifelike characters that guide users through multimedia learning environments. According to social agency theory (Mayer, 2005), their presentation may facilitate transfer performance due to the social cues (image and voice) they provide. The presented study was designed to examine the role of the perceived appeal of a pedagogical agent’s appearance and voice. The results suggest that not only the presence but also the valence of the social cues should be considered.

b. Emotion Control in Online Mathematics Courses. ChanMin Kim, University of Georgia; Kimberly N Bennekin, Georgia Perimeter College  
This study was conducted to investigate the effects of an emotion control treatment on students’ academic emotions, motivation, and achievement in community college mathematics courses. The treatment was designed and developed using Gross’ (2008) model of emotion regulation. Participants were enrolled in an online mathematics course. The design and development of the treatment material as well as findings are discussed.

Facilitator: Michael C Johnson, Brigham Young University

428. D&D Digital Game Design (2)  
10:30 to 11:00 am  
Lobby Level: Grand Ballroom D  
Presenter(s):  

GameWerks: Fostering 21st Century Skills in a Video Game Design Apprenticeship. Gregory Francom, Lucas Jensen, University of Georgia  
GameWerks is a week long camp experience for middle and high school age campers in which campers work in groups to design a video game concept. At the end of the week, campers pitch their video game concept to video game industry professionals to receive feedback and comments. During the GameWerks experience, we conducted observations and had campers respond to a questionnaire to determine what 21st century skills campers practiced during camp.

Facilitator: Rod Myers, Indiana University

429. Grant Writing Tips for Distance Learning Programs (DDL special session)  
10:30 to 11:30 am  
Lobby Level: Grand Ballroom F  
Presenter: Dana Bouscaren, TANDBERG  
Grant funding can play a critical part in an organization’s ability to pursue and realize their goals. TANDBERG’s Grant Services Team provides a range of grant support services including grant research and notification/education, needs assessment, narrative development and editing, assistance with registration and navigation of grants.gov and e-grants sites, funding notification, and back end processes once project implementation is underway. Dana Bouscaren, a valued member of the TANDBERG Grant Services Team, will provide tips on writing a successful grant for distance learning programs, with a specific focus on “up and coming” grants that include a technology element. TANDBERG is currently the market-
share leader and the fastest growing company in the telepresence and video conferencing industry, and has won numerous industry awards for thought leadership and product innovation.

Facilitator: Al Mizell, Nova Southeastern University

430. D&D Research & Theory in Instructional Design (2)
10:30 to 11:30 am
Lobby Level: Grand Ballroom G
Presenter(s):


The purpose of this content analysis study was to investigate how mixed methods were used by researchers in the field of instructional design and technology (IDT). The study reviewed studies that collected both quantitative and qualitative data from three major IDT journals. This study employed a concurrent mixed methods design. Findings of this study could bring insights into the selection and conduction of mixed methods research for IDT researchers.

b. Practical Implications of Embodied Cognition Theory and Enactivism for Instructional Design. Douglas L Holton, Utah State University

This theoretical and conceptual proposal addresses the implications of embodied cognition theory and enactivist philosophy for research and development in the areas of instructional and multimedia design. Embodied cognition and enactivism hold that cognition and action are inseparable. Implications of this have not been well explored in education and training, however, which is the purpose of this proposed paper and presentation. New techniques are explored, and existing ones revisited with this new theoretical lens.

Facilitator: Tonia Dousay, University of Georgia

431. MPD – Design Processes
10:30 to 11:30 am
South Tower - 1st Floor: Regal
Presenter(s):

a. Evaluation of Digital Case Stories of Exemplary Teaching to Support Faculty Development. Esra Yecan, METU; Flora McMartin, Broad-based Knowledge, LLC

This paper focused on a study of the effectiveness of a faculty development initiative of the California State University system that created video-based, digital case stories about teaching innovations in higher education. Results indicated that most of the faculty and faculty developers exposed to them found the case stories valuable in terms of their own or other colleagues’ teaching. Some suggestions about how to improve the design of the digital case stories are offered.

b. Developing games for free: A case study. Jake Enfield, Indiana University

BodyGuard is a medical action game designed and developed by graduate students on a volunteer basis. The team completed the educational game in a short amount of time with no compensation. This case study explores the group dynamics and identifies the aspects of the group that led to the successful completion of the game. Intrinsic/extrinsic motivation, group dynamics, group organization and structure, and support systems are all themes that emerged from the data collected.

Facilitator: Nilay Yildirim, Syracuse University

432. International Division: Technology Integration (2) - 2
10:30 to 11:30 am
North Tower - 2nd Floor: Salon III
Presenter(s):

a. Technology Adoption and Integration: A Multiple Case Study of Rogers’ Diffusion of Innovation Theory in Kuwait. Randa Abdelmagid, Virginia Tech

This presentation will discuss the findings of a multiple case study that will be carried out to investigate the extent by which perceptions of Female Kuwaiti teachers towards technology and its attributes (characteristics) leads to its adoption or rejection. The study will seek to show the applicability of Rogers’ theory of diffusion of innovation, within two Kuwaiti primary public school contexts.

b. Technology-Supported Reflection in Kuwait: An Action Research Approach. Abdullah Almodaires, Public Authority of Applied Education and Training; Petra Fisser, University of Twente; PlÃ, n W. Verhagen

The session presents a study aimed at improving field training in teacher education in Kuwait through the facilitation of online video to support a reflective practice approach. The session discusses the findings of the study that are related to the effectiveness of the online environment in supporting the activities of reflection, but especially to cultural aspects that required a careful selection of methodology to be able to account for the results in a scientific way.

Facilitator: Temba C. Bassoppo-Moyo, Illinois State University
433. DDL Online Teaching (c)  
10:30 to 11:30 am  
North Tower - 2nd Floor: Salon VIII  
Presenter(s):  

a. Engaging Online Graduate Students through Volunteering: Pitfalls and Possibilities.  
   Marisa Exter, Indiana University; Joann Flick, Agency for Instructional Technology  
The presenters, a campus-based doctoral candidate and program conference coordinator and a distance education masters student enrolled in the same program, will present a case study that illuminates the issues relating to the integration of online students as volunteer participants in departmental activities. Online students experience hurdles beyond geographic distance. This presentation will look at both the pitfalls and possibilities for including online learners in campus events.

b. Deconstructing Teaching Presence in Multiple Online Courses to Design Successful Adult Learning.  
   Fengfeng Ke, Florida State University; Alicia Chavez, University of New Mexico  
This case study examined the nature of teaching presence created by online instructors in different adult-dominated online courses to identify instructional design strategies that promote a successful online higher educational experience for adult students. Based on the interviewing, survey, and artifact analysis data collected from instructors and adult students of ten online courses, the researchers of the study extracted a systematic framework on the effective teaching presence identified by adult students.

Facilitator: Joann Flick, Agency for Instructional Technology

434. ICEM – The Management Aspect of The Eportfolio As An Assessment and Evaluation Tool  
10:30 to 11:30 am  
South Tower - 2nd Floor: Seville  
Presenter(s):  

The Management Aspect of The Eportfolio As An Assessment and Evaluation Tool.  
   Aydin Ziya Ozgur, Anadolu University; Secil Kaya, Anadolu University  
This presentation intends to introduce an e-portfolio system to help mentors assess the student teachers’ performances and products in a large scale open and distance learning teacher training program. The Pre-School Teacher Training Program of Anadolu University is a completely distance program that helps around 12,000 students get required pre-service training to be able to apply to work in schools as teachers. This presentation focuses on design, implementation, management and evaluation of the e-portfolio system.

Facilitators: Zhigang Li, University of Central Florida; Cheng-Chang Pan, Univ. of Texas Brownsville

435. DDL Social Networking in Teaching and Learning (c)  
10:30 to 11:30 am  
South Tower - 2nd Floor: Valencia  
Presenter(s):  

a. Extending Classroom Interaction to the Cyberspace with Facebook, Moodle and Blogger.  
   Evrim Baran, Iowa State University; Ann Thompson, Iowa State University  
To meet the challenges of these traditional classroom management systems, we have integrated social media tools to our semester long graduate classes. This session will present the design decisions behind the use of different teaching strategies with Facebook, Moodle and Blogger tools in three different course contexts. We will also describe instructional benefits of each tool along with their limitations; and conclude with the guidelines of using each one of them to support face-to-face, blended and distance courses.

b. Using Web 2.0 Technologies to Support the Development of Lifelong Learning Skills.  
   Joanna C. Dunlap, University of Colorado Denver; Patrick Lowenthal, University of Colorado Denver  
In this presentation, we explain how postsecondary educators can use the Web 2.0 technologies associated with blogging, social networking, document co-creation, and resource sharing to create learning opportunities that have the potential to help students develop the lifelong-learning skills and dispositions. We will share specific instructional activities we use, and will conclude with a large-group discussion to collect additional ideas regarding how to use Web 2.0 technologies to support lifelong-learning skill development.

Facilitator: Phil Tietjen, Pennsylvania State University
Celebrate 3.0: Design.Learn. Community

2011 AECT International Convention
Jacksonville, Florida

- Workshop Sessions:
  Tuesday, November 8,
  Wednesday, November 9, &
  Saturday, November 12
- Concurrent Sessions: November 9-12
- Study Tours: Wednesday, November 9

Invitation to Present

AECT’s mission includes “promoting scholarship and best practices in the creation, use, and management of technologies for effective teaching and learning in a wide range of settings.” The annual international conference provides an opportunity for the sharing of research and experiences as we strive to advance our field and develop future leaders within the profession.

You are invited to present at the 2011 AECT International Convention in Jacksonville, Florida and to share your expertise and knowledge with your peers and those new to the field. The culture of our profession within a variety of dynamic settings, challenges our approaches to instructional design, learning, and how we define our community. Major shifts in learning, scholarship, research, and social networking processes have precipitated a need for discussion and leadership to identify the opportunities these shifts present to us as professionals. The AECT International Convention brings together participants from around the world offering practical applications, cutting-edge research, hands-on workshops, and demonstrations of the newest technologies and teaching/learning techniques in the field. Take this opportunity to connect with your peers at the 2011 convention in Jacksonville.

This year’s convention theme is Celebrate 3.0: Design.Learn.Community. As part of this theme, proposals may be submitted that include presenting both in real time and/or simultaneously in Second Life. This celebration of our profession and association represents the current and potential visions of the individual and unique pieces of our diverse fields that focus on both research and application of components that represent our attention to issues related to instructional design in today’s changing world, creating effective learning opportunities, and the importance of our professional community.

General Information

Proposal Deadlines

Proposals Open – December 1, 2010
Proposals Close – February 15, 2011

The review process by divisions and affiliates will be completed within 6 weeks of the closing dates for proposals. Check with division and affiliate leaders with regard to their specific peer review process and dates.
Proposal Process

For a complete online proposal submission description, please visit the conference website at: http://www.aect.org/events/Jacksonville/

To be considered, a complete proposal must be submitted. Presenters are limited (as key presenter) to making no more than two (2) concurrent session presentations during the convention. Presenters are expected to follow the AECT Code of Ethics found in the AECT Membership Directory and available from the AECT national office.

A panel of peer reviewers will read blind proposals. 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 proposal and quality of the writing.
* Relevance, timeliness, and general interest level of topic.
* Match to the overall convention theme and other demands of the program.
* Suitability for division/organization mission and membership.
* Quality for proposed session’s content, organization and format.
* Length and session type including appropriateness for needs of the overall convention program.

You will receive notification from the division/affiliate convention planner whether your proposal has been accepted or rejected after February 15. 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 2011, Jacksonville. It is the responsibility of the key presenter to notify all individuals involved in the presentation as to the status of the proposal. You must register for the conference: presentations of presenters who have not registered by September 30, 2011 will be dropped, and their presentations deleted from any print and/or electronic documents related to the convention program.

Funding:

Presenters are required to assume responsibility for all costs associated with the presentation, including handout materials, convention registration, housing costs, and related expenses.

Types of Sessions:

Concurrent Sessions

These 30- or 60-minute sessions are primarily in presentation format and have comprised the majority of convention sessions in past years. The focus of these sessions is on sharing information, such as best practices and research results. Proposals for 60-minute sessions may include more than one presentation (as in symposia). In addition, concurrent presentations may be “bundled” with another of related content to form one 60-minute session.

Fee-Based Workshops

As half- or full-day sessions, workshops are intended to provide intense professional development opportunities that result in participants acquiring new skills. Workshops are targeted to specific interest groups and delivered the day before the convention and on the last day. Persons or committees interested in submitting a workshop proposal should also submit the Workshop Budget and Expense form. No workshop proposal will be considered without these forms.
Roundtables

Roundtables are designed for small group discussion of specialized topics, with the presenter leading the discussion. This participatory format allows for a highly interactive presentation lasting 60 minutes. Typically, several Roundtable discussions are scheduled simultaneously in one large room, with minimal audiovisual use.

Reflection Paper Sessions

Reflection Paper Sessions are designed to showcase a project, program, process, activity, or the like in an informal setting. A small table will be provided to support a display board, laptop, handouts, and the similar supportive items. Presenters will directly interact with participants by providing an elaboration of the product (project/program/process/activity/ ect.); feedback and insights of colleagues on these innovative developments are encouraged.

AECT/Second Life Concurrent Sessions

Presenters and their avatars present in a 60-minute session in RL (Real Life - in person) and/or SL on key issues in the field. AECT/SL presenters would prepare for presenting in both venues. AECT will provide a presentation room in Jacksonville and a computer connected to a data projector so attendees can view the AECT/SL simulcast presentation on a large screen. The presenter is responsible for providing a facilitator. 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 either onsite or inworld.

Presidential Sessions

Presidential sessions are selected by the AECT President-Elect, Ana Donaldson. These limited sessions will be selected based on their strong alignment with the conference theme, their importance to the work and interests of the AECT membership, and their value to 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 the elements expected in concurrent session proposals. Presidential sessions may be 60 or 90 minutes long.

Descriptions of AECT Divisions and Affiliates can be found at www.aect.org

Online proposal submission guidelines and online form will be available beginning December 1, 2010 at http://www/aect.org/events/call/
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PacifiCorp 2011 Problem Statement

Trin20 Biologics, a bio-tech start-up company, is in the rural Southeast United States. This company and others like it have been welcomed to this rural area to boost the economy. They are conducting research that will result in low-level radioactive waste materials (exposed gloves, protective clothing...and so forth) that need to be disposed of. The newly hired local employees and citizens of the county are not interested in now learning that something "radioactive" is going on. They are concerned about the risks to their health and the wellbeing of the community. How can this company remain in harmony with people in the county? How can this new company effectively communicate with people in such a rural area?

Trin20 Biologics has a small executive team of 3 members, and has hired 23 individuals from the community. They have sufficient funding for the research and work they are doing and will only dedicate a very small portion to provide professional development or training. They clearly have three training needs. The first is informing their staff about the process for handling and disposing of the materials. The second is training the staff in how to offer education to the public regarding low-level radioactive waste disposal in their neighborhoods (educating the citizens). Third is documentation control. The federal government and state agencies will require records of training, performance, and compliance.

The executive team members are experts in their scientific fields and have the ability to teach their new employees the processes they need to complete. They are not experienced in addressing the concerns of the community. You have been brought in as a consultant team to build a low-cost, highly effective training program that they can use to meet their needs. To keep costs low, they would like the training to be conducted by someone internal to the company.

First Phase of the Competition
The executives desire a team that will create the training outlined above. This group would like your team to put together a document outlining your approach to creating the training they seek. The document should be detailed enough to give the group a sense of what you intend to do, but it should not be the final product in all its detail. It should be a discussion document for helping them decide whether to go forward with your team or not. The creation of this document is your first task. This document must be submitted by April 15, 2011. A client representative will be available after January to answer your questions about the context/circumstances of the problem. Up to six proposals from Phase One will be selected to proceed to Phase Two.

Second Phase of the Competition
Once there is agreement that your proposal represents a viable solution for the organization, you will work with an independent learning consultant who will be assigned to you (a mentor) on what will become the final recommendation to the hospital. What you create will be a detailed description of the content you propose to include and the means by which you will deliver it. This needs to be explained to the three executives in terms that they will understand. As much as possible, justifications for the decisions that went into your proposal will need to be provided. The creation of the documents that will be distributed to the management is your second task. These documents are due on August 15, 2011. The top three proposals from Phase Two will enter the third and final phase.
Third Phase of the Competition
You've been part of the team that has put together all of the materials about how the organization can successfully implement the three types of training they desire. Your liaison has now asked you to make a half-hour presentation to explain and distribute these materials to the executives. Present your case for your solution.

PacifiCorp Design & Development Competition

PacifiCorp and the Design and Development Division of AECT are pleased to announce the PacifiCorp Design and Development Award for promising instructional design research by graduate students working with mentors in the Design and Development Division. PacifiCorp is specifically interested in promoting collaboration and mentoring within the professional community.

The goals for this award are to:
• improve the professional practice of design and development in adult learning and performance-improvement settings;
• promote collaboration among students, faculty, and practitioners;
• mentor promising students by leaders outside their home institutions; and,
• recognize innovative design-and-development approaches to adult learning and performance-improvement problems.

***First Phase Submissions are due April 15, 2011!***
Email your submissions to Karen Kaminski at Karen.kaminski@colostate.edu.

Competition Schedule:

- October 2010: Call available
- Early 2011: AECT/D&D Webinar on the competition
- March 2011: Teams can ask questions regarding round 1
- April 15, 2011: First Phase submission due
- May 15, 2011: Student teams notified; Mentors assigned to prepare for phase two
- August 15, 2011: Phase two submissions due
- September 1, 2011: Students teams notified, 3 top teams continue to work with their mentor to prepare for Phase three
- October 2011: Phase three competition at AECT Annual Conference

PacifiCorp Design and Development Team Members
Karen Kaminski, Ph.D. Chair
Amy Bradshaw, Ph.D.
Marcus Childress, Ph.D.
Daniel Schuch, PacifiCorp
Patricia J. Slagter van Tryon, Ph.D.
Distance Learning Division 2011 Awards

The Distance Learning Division would like to announce the following awards that will be given out at the AECT 2011 Convention.

DDL - IAP Crystal Award

The DDL-IAP Crystal Award recognizes innovation and outstanding achievement in the practice of distance learning. The Award provides recognition from an international association of scholars and practitioners.

Eligibility
Applicants may submit courses, modules or products that are web, computer or video based. The project must be instructional in nature and may be targeted to any age level. It is not mandatory that applicants be members of AECT. By applying for the award, the applicant warrants that the work is original and does not violate copyright law.

Evaluation
Entries will be evaluated by the DDL Awards Committee, which will recommend winning projects to the DDL President. Judgment will be based on the following criteria:
- Innovative and creative use of the medium
- Instructional value and relevance
- Instructional strategy
- Quality of production
- Evidence of successful utilization and implementation
- Evidence of achievement of goals and objectives
- Submission

Application
For online courses or modules, send a document (no more than 2 pages in .doc or .pdf format) with URL and guest access information along with a statement describing why your project should be considered for a Crystal Award. For video or other projects, send an inquiry letter for application requirements. Send materials/inquires to Dr. Kathryn Ley at ley@uhcl.edu. Deadline for submission is May 9, 2011.

The Burmeister Awards

A new series of awards in memory of Dr. Marsha Burmeister have been created by DDL to begin in 2010-2011. These awards recognize innovative and outstanding distance education best practices, research, and publications. Distance education includes both distance learning and distance teaching.
Dr. Marsha L. Burmeister

The awards named for Marsha L. Burmeister, Ed.D, are designed to honor her commitment and contributions to the study and practice of distance education and her involvement with the Division for Distance Learning (DDL) of the Association for Educational Communications and Technology (AECT) and the Florida Distance Learning Association (FDLA). Dr. Burmeister was a respected teacher and administrator at Nova Southeastern University. In her position as the Director of Technology, she helped keep both faculty and students aware of new and emerging trends in distance education. She served as an inspiration to many aspiring doctoral candidates and maintained an online presence that was a wonderful resource to both faculty and students. She was a prolific presenter and was an enthusiastic proponent of trying new ways to improve online education.

Sponsors
Sponsored by the Division of Distance Learning (DDL) of the Association for Educational Communications and Technology (AECT) and Information Age Publishers.

Categories
- Distance Education Best Practices
  *Online, CD-ROM/DVD or video-based courses.*
  These can be any aspect of distance education that would qualify as a Best Practice. This means that it can serve as an example that can be emulated by others based on the description submitted. There should be some anecdotal and/or statistical evaluation supporting the claim that this is truly a Best Practice.
- Distance Education Publications
  1. Book Award – The outstanding book published within the last three years that describes best practices in distance education or the research on an important aspect of distance education.
  2. Journal Award – The outstanding article published in the last three years that describes best practices in distance education or the research on an important aspect of distance education.
- Outstanding AECT DDL-sponsored Presentation on Distance Education – This award will be given out annually to honor a DDL-sponsored session that is an example of best practices in distance education or leads to the improvement of distance education. All DDL-sponsored concurrent session presentations at this year’s conference will be considered for this award that will be recognized at next year’s conference.

Eligibility
Limited to distance education activities, books, articles, or projects that are related to teaching and/or learning at a distance (instructor and student are separated), are designed for any age level and in any setting (educational, military, commercial, etc.), and have been completed within the past three years. Entrant must warrant that all copyrights employed in the activity or projects have been purchased or acquired by the individual or producing agency. Applications involving copyrighted materials without appropriate copyright clearance to enter the contest will not be considered for an award. An entry may only be submitted to one category although the same individual(s) may enter different projects, books, or activities in different categories.
Judging
Entries will be judged by the DDL Awards Committee and/or its representatives.

Judging Criteria
Entries in each category will be judged using the following criteria:

- Focus is on distance education practices or improvement.
- Innovation and creativity; it is inventive, innovative, or offers a unique adaptation.
- Instructional and/or learning value and relevance
- Applicability to others in that it can be implemented in a variety of settings (e.g., K-12, college, government, industry, military, etc.)
- It will advance the field of distance education.
- Quality of presentation, submission materials, and of the product submitted.
- Evidence of achievement of goals, objectives, and effectiveness.
- For session presentations, the following will also be considered:
  - Session attendee evaluations
  - Facilitator evaluations
  - Proposal Review ratings
  - Proceedings Paper

Note: Judges may elect not to make awards in one or more of these categories.

Application Deadline
All entries must be received no later than May 9th, 2011 by:
AECT/DDL Awards Committee
c/o Dr. Kathryn Ley
Kathryn Ley [ley@uhcl.edu]

Entry Information
The instructor, author, or project director should electronically submit:
- A completed entry form.
- Two page write up, including; an overview, goals, and evaluation.

In addition, if there are any real objects (e.g., DVDs, models, etc.), four copies of these should be submitted along with one hard copy of the two items listed above.

1. Four copies of any supplemental or real product associated with the submission should be included.
2. Four sets of all printed project components including documentation (if appropriate).
3. Guest access information to any online materials related to the submission.

Awards Presentation
Award recipient(s) will receive:
1. A certificate and an award.
2. Invitation to present at the DDL Luncheon Meeting at the Annual AECT Conference.
3. The Awards will be presented at the DDL Luncheon at the AECT Convention.

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The Association for Educational Communications and Technology (AECT) is a professional association of thousands of educators and others whose activities are directed toward improving instruction through technology. AECT members may be found in colleges and universities; in the Armed Forces and industry; in museums, libraries, and hospitals; in the many places where educational change is underway. AECT members carry out a wide range of responsibilities in the study, planning, application, and production of communications media for instruction.

Objectives:
Participants will intentionally reflect on the sessions that they attended and how they might implement their new knowledge and skills in practice.

Outline:
October 26-30
See attached conference schedule for an outline of sessions they can select from. Participants are required to include a list of the sessions they attended with their synthesis and application paper.

November 30
Participants who desire credit will be required to submit their synthesis and ideas for application.

Grading:
This course is pass/fail.
- 20% attendance at conference sessions, list submitted
- 40% synthesis of session content
- 40% potential application in practice
Total 100%
75% = Pass

Information for Participants
You can earn 1 credit for each 15 hours of attendance at the AECT conference; you must submit the following to Karen Kaminski by November 30, 2010

1-credit
1. A list of sessions you attended – with minimum 15 hour time commitment
2. A synthesis of the information presented. This can be divided by topic area.
3. Ideas on how you may implement this new information in practice.

2-credits
1. A list of sessions you attended – with minimum 30 hour time commitment
2. A synthesis of the information presented. This can be divided by topic area.
3. Ideas on how you may implement this new information in practice.
4. A 3-5 page professional paper which ties research to practice in your main area of interest regarding educational and communication technologies.
Off-Campus Credits

3-credits

1. A list of sessions you attended – with 30-45 hour time commitment
2. A synthesis of the information presented. This can be divided by topic area.
3. Ideas on how you may implement this new information in practice.
4. A 3-5 page professional paper which ties research to practice in your main area of interest regarding educational and communication technologies.
5. A 5-10 page personal paper which identifies a specific learning technology application and presents a specific plan of action how you will initiate implementation of this application.

You can send this via email attachment to karen.kaminski@colostate.edu or via U.S. mail to 213 Education, Colorado State University, Fort Collins, CO 80523-1588
If you have questions, contact Karen at 970-491-3713 or karen.kaminski@colostate.edu

You can earn 1-3 Graduate Credit from the School of Education at Colorado State University

Once you have reviewed the conference program and determined the time commitment that you will make to workshops, sessions, and other educational related activities, you can follow the information on the syllabus to determine if you will be eligible to enroll in 1, 2, or 3 credits. Tuition is $53.00 per credit.

Registration forms and the syllabus are available on the AECT Web site and will be available at the conference registration desk. Once you fill out the registration form you can turn it in with payment by check or credit card at the conference registration desk, or mail it to Karen Kaminski at 213 Education, Colorado State University, Fort Collins, CO 80523-1588

Then, follow the instructions on the syllabus to complete the work to earn your credit. In December you can request your transcripts from CSU if you need to report your credit to your organization.

If you have questions, please contact Karen at 970-491-3713 or karen.kaminski@colostate.edu
Registration Form
Extended Education: Off-Campus Credit Contracts
Division of Continuing Education

Please print clearly.

Full Legal Name _______________ CSUID \ SSN _______________

Mailing Address ___________________________________________________________ 

City ____________________________ State ________________ Zip ________________

Home Phone ____________________________ Other Phone ________________

Email ________________________________ Birth Date __/__/____ Gender: ☐ Female ☐ Male

Ethnicity (select one - optional) Class Level
☐ Hispanic/Latino, Chicano, Cuban, Puerto Rican, Mexican American Undergraduate: 11 = Freshman (0-29 credits)
☐ Not Hispanic/Latino 21 = Sophomore (30-59 credits)
☐ American Indian or Alaska Native 31 = Junior (60-89 credits)
☐ Asian, Japanese, Chinese, Vietnamese, Korean or Filipino 41 = Senior (90+ credits)
☐ Black or African American 44 = Post Bachelor
☐ Native Hawaiian or Other Pacific Islander 45 = 2nd Bachelor
☐ White, Anglo, Caucasian Graduate: 51 = Not admitted to Graduate School
☐ Hispanic/Latino, Chicano, Cuban, Puerto Rican, Mexican American 52 = Admitted to Graduate School in Master's Program
☐ Not Hispanic/Latino 61 = Admitted to Graduate School in Ph.D. Program

Have you previously enrolled in credit courses through Colorado State University? ☐ Yes ☐ No

To comply with Colorado state law, all males between the ages of 17 years 9 months and 26 years must answer the following question: Are you registered with the selective service? ☐ Yes ☐ No ☐ Not Applicable

Course Information
Fall 2010 EDUC 591A 698

Workshop: Cyber Change: Learning In Our Connected World

Credits: 1 - 3 cr. Grading: Pass/Fail
Tuition: See Variable Credits below. Dates: 10/26/10 - 10/30/10 (1 wks.)

Payment Information
☐ Cash ☐ Credit Card # ___________________________ Expiration Date __/__/____
☐ Check # __________ ☐ American Express ☐ Discover ☐ MasterCard ☐ VISA

In signing this form, I certify that the information listed above is correct. I have read and understand the drop and refund policy on my receipt and agree to fulfill my financial obligation to the University. I agree to abide by all policies of Colorado State University and the Division of Continuing Education.

Signature ___________________________ Date _______________________

Division of Continuing Education copy
This document certifies that __________________________ enrolled in the Colorado State University, Division of Continuing Education course listed below.

Course Information

Course: EDUC 591A 698
Title: Workshop: Cyber Change: Learning In Our Connected World
Credits: 1 - 3 cr.
Grading Option: Pass/Fail
Dates: 10/26/10 - 10/30/10 (1 wks.)
Tuition: $55 per credit + Fees: $0

Instructor
Karen Kaminski

Method of Payment: ______ Cash

________ Check

________ Credit Card

Official Transcripts

This course will be recorded on a Fall 2010 transcript which is anticipated to be available in DECEMBER 30, 2010. Before ordering official transcripts, please check your unofficial transcript on RamWeb (http://ramweb.colostate.edu) to ensure a grade has been recorded. To order official transcripts, send $8.00 per copy to:

Transcripts
Registrar's Office
1063 Campus Delivery
Colorado State University
Fort Collins, CO 80523-1063

Drop and Refund Policy

The following policy applies to the course listed above only.

- Students dropping the course before the second class meeting will receive a full tuition refund.
- Students dropping the course after the second class meeting but before the first 1/2 of the class has been completed, will be granted a drop, without a refund, and will receive a "W" on their transcript.
- After 1/2 of the class has been completed, no drops will be allowed, no refunds will be given, and a grade of "F" will be recorded on the transcript if the course requirements are not fulfilled.

All drops must take place with the instructor. Credit card refunds require 10 business days; check refunds take six to eight weeks. The effective drop date is the day on which the student formally notifies the instructor of his/her desire to drop. If minimum enrollments are not met, the Division of Continuing Education reserves the right to cancel the course. Full refunds are made to those students who are enrolled at the time a course is cancelled. Nonattendance does not constitute drop.

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