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Welcome to Jacksonville and the 2014 AECT International Convention!

This year’s convention theme is Learning, Design and Technology. During the last few years, AECT has moved in the direction of providing international leadership by promoting scholarship and best practices in the creation, use, and management of technologies for effective teaching and learning. We seek to be the premier international organization in educational technology, the organization to which others refer for research and best practices.

Thus, this year’s conference encouraged proposals related to:
- Applications of new and emerging technologies within learning contexts
- Trends in design-based research
- Designing learning environments
- Applications of learning analytics
- MOOCs & LOOCs
- Rigorous applications of research methods
- Influence of culture on learning/learning on culture

As a result, we are excited to offer more than 400 workshops, concurrent sessions, panel discussions, Presidential Sessions, meetings, receptions, and more. We encourage you to explore the schedule and take advantage of the diverse offerings, especially our Presidential Sessions, which include:
- AECT Connect Peer Mentoring Project
- AECT Guide to Tenure & Promotion
- Designing Games for Learning
- Federal Grant Opportunities for Educational Technology Research
- Constructive Articulation between the Sciences of Learning and the Instructional Design and Technologies Communities
- On Myths and Theories: International Perspectives on a Solid Research Program for Learning, Design, and Technology
- Online Doctoral Programs
- The Green Book IV: A Preview
- The Rise of the Adult Learner
- Inclusion in Design
- The Influence of Culture on Learning/learning on Culture
- AECT Guide to Tenure & Promotion
- MOOCs & LOOCs
- The Influence of Culture on Learning/learning on Culture

I’m pleased to announce the return of the Job Center, which will be centrally located at the conference site. On-site job interviews will be welcome. This year, we will also feature archived recordings of selected sessions after the conference for those who may have missed a session. Stay tuned after the convention for details about how to view recordings through the AECT website.

Also, remember the special sessions and services that we have this year including a Scavenger Hunt through social media, presentation hosting on SlideJar.com, and the Graduate Student Association’s (GSA) Emerging Technologies Showcase. More information about these components of the convention can be found here in the program or within the online schedule.

We are honored to host Professor Johannes Cronjé as our keynote speaker for the opening General Session. Professor Cronjé is the Dean of the Faculty of Informatics and Design at the Cape Peninsula University of Technology in Cape Town, South Africa and has been exploring the rhizomatic organization of content and Learning 3.0. Friday’s General Session will focus on AICT, including organization business, updates on strategic planning, and we’ll hear from our President-Elect Designate candidates.

Lastly, we would like to thank the division and affiliate planners who have spent countless hours preparing for this event. Special thanks go to Larry Vernon, AECT Electronic Services Director; Lois Freeland, Convention Consultant/Event Coordinator; and Dalinda Bondé, Convention Scheduler and Volunteer Coordinator. We hope that everyone enjoys this week in Jacksonville and look forward to seeing everyone!

Welcome, AECT, to Jacksonville’s Restaurants!

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

**THE HYATT Regency Riverfront Hotel**

Trellis Restaurant, located in the Hyatt Hotel on the lobby level. The link to the Trellis Restaurant includes the Breakfast, All Day Dining, Wine List, and Kid’s Menus.


**Casa Dora** - Delicious pizza, calzones, and pasta. Located at: 108 E. Forsythe Street

Open for: 11am-10pm, Monday-Friday for lunch/dinner 904-356-8282. A 5-8 minute walk from the hotel.

**Burrito Gallery**

Located at: 21 E. Adam Street

Open 11am: 10:00am, Monday through Friday

Lunch and Dinner. Very good burritos, nachos, etc. For large groups give the restaurant a call for a heads up. 904-598-2922 A 5-8 minute walk from the hotel.

**Indochine** (Thai)

Located at: 21 E Adams Street

Open 5pm-10pm Monday through Saturday from 5 PM to 10 PM.

Dinner. Voted Folio Magazine’s “Best Thai Restaurant” for three consecutive years 904-598-5303. A 5-8 minute walk from the hotel.

**Chomp Chomp**

“A dive with a taste of gourmet.” Food is tasty serving international street foods.

Located at 106 East Adam Street

Open 11am-2:30pm for lunch Tuesday and Wednesday; Thursday and Friday, 11:00am-10am 904-762-4667. A 5-8 minute walk from the hotel.

**The Chart House**

1501 River Place

Jacksonville, FL

Seafood Restaurant

Wonderful Dining overlooking the St. John’s River 904-398-3353

Reservations Recommended. Short Taxi Cab Ride.

www.chart-house.com/locations/jacksonville/

Entrees begin at $24.99 up

**Ruth Chris Steakhouse**

Wonderful Dining overlooking the St. John’s River

1201 Riverplace Boulevard in the Crowne Plaza Jacksonville, FL 32207 904.398.8800

Open 5:00pm-10:00pm

Reservations Recommended. Short Taxi Cab Ride.


Entrees begin at $31 up.
Exploring & Enjoying Jacksonville

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

St. Augustine, the nation’s oldest city, is also one of the most charming. St. Augustine is convenient to Jacksonville. If you have the time, add this to your to-do list.

Jacksonville Landing is located next to the hotel. It is the downtown center for dining, entertainment, and shopping. Plan on exploring this exciting venue during your stay.

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

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

The Ritz Theatre and Museum celebrates the rich legacy of the African-American community in Jacksonville. Located in the LaVilla neighborhood or the “Harlem of the South.” This will be featured on our study tour.

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

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

Tree Hill Nature Center – Minutes from Downtown, discover Florida’s ecosystems at Tree Hill’s interactive, natural experience. Explore 50 acres of trails, a Florida natural history museum, butterfly and hummingbird gardens and live animal displays.

Stroll along the St. Johns River while taking in views of the Downtown skyline, boats and favorite attractions. On the Northbank is the Riverside Arts Market, Florida’s largest weekly, free arts festival. The market is held Saturdays from 10 a.m. to 4 p.m. under the Fuller Warren Bridge and offers fresh produces, local art vendors, live entertainment and more.

Hyatt Regency Jacksonville Riverfront
225 CoastLine Drive East
Jacksonville, FL 32202
We are honored to host Professor Johannes Cronjé as our keynote speaker for the opening General Session. Professor Cronjé is the Dean of the Faculty of Informatics and Design at the Cape Peninsula University of Technology (CPUT) in Cape Town, South Africa and has been exploring the rhizonomic organization of content and Learning 3.0. This summer, Cronjé completed the Hour of Code and has reflected on our behavior as learners and 21st century learning. Here are just a few of his observations:

- It is granular (as in rice)
- It is gamified
- It is motivational
- It is highly structured
- It can be archived
- The results can be shared
- It can be added to at any time

Cronjé is a native of Iowa, but has spent most of his life in South Africa. He began his career as a schoolmaster at Pretoria Boys High School, later becoming a lecturer in communication at Pretoria Technikon, and eventually a professor of Computers in Education at the University of Pretoria before joining the faculty at CPUT. Cronjé earned Bachelors of Arts degrees in Afrikaans, English, and Ethnology, including an additional B.A. with honors in Afrikaans. He also holds two master’s degrees in Afrikaans and Computer-based education, and earned a D.Litt in Afrikaans in 1989. Cronjé has been a visiting professor at universities in Norway, Finland, Sudan, and Ethiopia, and was instrumental in establishing the international Design, Development and Research conference, held annually, with alternating years in Cape Town.
Tuesday, November 4
7:00am – 5:00pm AECT Convention Registration, Third Level, Elevator Foyer
7:00am – 5:00pm Technology Help Center, Daytona Room, Third Level
8:00am – 5:00pm NSF Early Development Symposium, Orlando Room, Third Level
9:00am – 4:00pm Professional Development Workshops
1:00pm – 4:00pm Study Tour to Bryan Gooding Planetarium and Alexander Brest Space Center at the MOSH
Shuttles will board on Neuman Street at 12:30pm, 30 minutes prior to departure.
1:00pm – 5:00pm AECT Board of Directors, St. John’s Room, Third Level
2:00pm – 8:00pm Self-Guided Tour to St. Augustine
Shuttles will board on Neuman Street at 1:30pm, 30 minutes prior to departure.
6:00pm – 9:00pm AECT Leadership Dinner, River Terrace 3, Third Level

Wednesday, November 5
7:00am – 8:00am AECT Interns Meeting, Suite 4104, Level 4
7:00am – 5:00pm AECT Convention Registration, Elevator Level, Third Level Foyer
7:00am – 5:00pm Job Center, Third Level, Skyway between Registration and Conference Center
7:00am – 5:00pm Technology Help Center, Daytona Room Third Level
7:30am – 10:30am Professors Forum, City Terrace 7, Third Level
8:00am – 12:00pm NSF Early Development Symposium, Orlando Room, Third Level
9:00am – 12:00pm Professional Development Workshops
9:00am – 12:00pm Study Tour to Bryan Gooding Planetarium and Alexander Brest Space Center at the MOSH
Shuttles will board on Neuman Street at 8:30pm, 30 minutes prior to departure.
10:00am – 12:30 pm Study Tour to Cummer Museum
Shuttle will board on Neuman Street at 9:30pm, 30 minutes prior to departure.
12:15pm – 1:15pm PacifiCorp Reception for Competition, Currents Lounge, Hotel Main Lobby
1:00pm – 4:30pm ect Foundation Board of Directors, Pacific Room, North Tower
1:00pm – 4:30pm Concurrent Sessions and Presidential Sessions
1:30pm – 3:30pm PacifiCorp Competition, City Terrace 4, Third Level
3:30pm – 4:30pm AECT First Timers Orientation, Grand Ballroom 4
4:45pm – 6:00pm First General Session, Grand Ballroom 4, Second Level
6:00pm – 8:00pm AECT Welcome Reception, Grand Ballroom Foyer. Second Level

Thursday, November 6
6:00am – 7:00am Yoga Fun, Board Room 2, Third Level
7:00am – 8:00am AECT Interns Meeting, Suite 4104, Fourth Level
7:00am – 5:00pm AECT Convention Registration, Third Level, Elevator Foyer
7:00am – 5:00pm Technology Help Center, Daytona Room, Third Level
7:30am – 9:00am Breakfast with Champions, Grand Ballroom 4, Second Level
8:00am – 11:30pm Concurrent Sessions and Presidential Sessions
9:00am – 11:00am D&D Showcase, Grand Ballroom 4 Foyer, Second Level
9:00am – 4:00pm Jenny Johnson International Hospitality Center, Alcove, Grand Ballroom Foyer
9:00am – 4:00pm Job Center, Skyway between Registration and Conference Center, Third Level
9:15am – 11:30am Concurrent Sessions and Presidential Session

Friday, November 7
7:00am – 8:00am AECT Interns Meeting, 4104, Fourth Level
7:00am – 8:00am PIDT Planning Meeting, 4106, Fourth Level
7:00am – 5:00pm AECT Convention Registration Desk, Elevator Lobby, Third Level
7:00am – 5:00pm Technology Help Center, Daytona Room, Third Level
8:00am – 11:30pm Concurrent Sessions and Presidential Sessions
9:00am – 4:00pm Jenny Johnson International Hospitality Center, Alcove, Grand Ballroom Foyer, Second Level
9:00am – 4:00pm Job Center, Skyway between Registration and Conference Center, Third Level
11:45am – 1:00pm Distance Learning Division Luncheon, Garden Room 3, North Tower
11:45am – 1:00pm Past President’s Council Luncheon, Board Room 2, Third Level
11:45am – 1:00pm Culture, Learning and Technology Luncheon & Wesley J. McL Julien Outstanding Paper Presentation, City Terrace 4, Third Level
11:45am – 1:00pm GSA Membership Meeting, City Terrace 12, Third Level
1:00pm – 3:15pm Concurrent Sessions and Presidential Sessions
3:30pm – 4:30pm Roundtables/Posters, Conference Center A and B
4:45pm – 5:45pm AECT General Member Meeting, Meet the Candidates, Grand Ballroom 5, Second Level
6:00pm – 7:30pm Joint University Reception, Grand Ballroom 4

Saturday, November 8
7:00am – 8:00am AECT Interns Meeting, City Terrace 6, Third Level
7:00am – 12:00pm AECT Convention Registration Desk, Elevator Foyer, Third Level
7:00am – 12:00pm Technology Help Center, Daytona Room, Second Level
7:30am – 9:30am 2015 Convention Program Planning Committee, City Terrace 4, Third Level
9:00am – 12:00pm Professional Development Workshops
9:00am – 12:00pm AECT Board of Directors, River Terrace 1, Third Level
10:00am – 12:30 pm Study Tour to Cummer Museum
Shuttles will board on Neuman Street at 9:30pm, 30 minutes prior to departure.

Thursday, November 6 (continued)
11:45am – 1:00pm Design & Development/Research & Technology Divisions Awards Luncheon, Grand Ballroom 4, Second Level
11:45am – 1:00pm KSET Luncheon, Board Room 2, Third Level
1:00pm – 3:15pm Concurrent Sessions and Presidential Session
3:30pm – 4:30pm Roundtables/Posters, Conference Center A and B
4:45pm – 5:45pm 4th Annual 5K Walk/Run – Meet at the Neuman Street Hotel Entrance at 4:30pm
4:45pm – 5:45pm GSA Showcase for Emerging Technology Tools, Conference Center B, Second Level
4:45pm – 6:15pm Design & Development Award Presentations, Grand Ballroom 1, Second Level
5:00pm – 6:00pm MPD Immersive Learning Awards Reception, City Terrace 04, Third Level
5:00pm – 6:00pm International and National Affiliated Organizations Reception, Grand Ballroom 3, Second Level
6:00pm – 7:30pm International Division Silent Auction and Dinner, Grand Ballroom 4, Second Level
7:30pm – 9:00pm International Division Live Auction (Bring a Guest, Everyone Welcome to Attend) Grand Ballroom 4, Second Level
6:30pm – 8:30pm GSA 3MT Competition Preliminary Round, City Terrace 12, Third Level

Friday, November 7
7:00am – 8:00am AECT Interns Meeting, 4104, Fourth Level
7:00am – 8:00am PIDT Planning Meeting, 4106, Fourth Level
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9:00am – 12:00pm Professional Development Workshops
9:00am – 12:00pm AECT Board of Directors, River Terrace 1, Third Level
10:00am – 12:30 pm Study Tour to Cummer Museum
Shuttles will board on Neuman Street at 9:30pm, 30 minutes prior to departure.
AECT 2014 @ JAX Scavenger Hunt

Join your AECT colleagues in a fun and competitive scavenger hunt during the AECT 2014 convention. Connect with people from different divisions and AECT leadership; get to know more about your primary division and the wonderful membership of AECT. So, dust off that Twitter account, reactiviate your Facebook, install Instagram on your smartphone or tablet, and get ready for some fun competition. The instructions and scavenger hunt list will be available when you check-in at the convention. The scavenger hunt starts Tuesday November 4th and will conclude on Friday November 7th at 4:30 p.m. after the roundtable and poster sessions. Winners will be announced at the closing general session on Friday.

Program Updates
All events, presentations, workshops, and meetings are subject to change. For immediate access to updates, please download the AECT app. Daily updates will be available through push notifications in the app. When available, a “Convention Update” handout will be placed at the registration desk each morning.

Convention Evaluation
Thousands of volunteer hours go into the planning of the annual convention. We invite you 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 convention survey, accessible through the convention app or online at https://www.surveymonkey.com/s/AECT14. 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 – 3rd Floor, Daytona
Facilitators should check in at the AECT Technology Center at least one hour prior to the session of which you are scheduled to facilitate. The Technology Center is located in Daytona, on the third level of the Hyatt Regency near the Registration Desk. At check in, you will receive the materials necessary to facilitate your session. If you are no longer able to facilitate a session, please contact the Facilitator Coordinator, Sharon Lin at yufulin@uga.edu, as soon as possible to arrange for a replacement. Please remember that facilitators are also submitting session counts this year. The form is available through the convention app or online at https://bit.ly/AECT14SessionCount (case sensitive).

Technology Help Center
AECT’s Technology Help Center is open Tuesday through Thursday, 7:00am – 5:00pm and Saturday 7:00am – 12:00pm. As a service to AECT speakers, graduate students enrolled in U.S. and foreign IT programs volunteer their time and energy to help with presentation equipment set up. If you have special equipment needs, or issues with the standard equipment provided in the presentation rooms, you can come by the Regal Room for help. Please take a moment to thank the volunteers and show your appreciation for their support. Their efforts help this convention run smoothly.

Jenny K. Johnson Hospitality Center & International Rendezvous, Royal Ballroom Foyer
The Jenny K. Johnson International Hospitality Center is a center open to all international convention attendees. The hospitality center is located on the 2nd Level, Grand Ballroom Foyer. The Center is designed to allow international delegates with similar interests and concerns an opportunity to network, relax and meet colleagues with similar professional interests. Volunteers from the International Division will be on hand to assist international delegates whenever possible. Hours are Thursday and Friday, 9:00am – 5:00pm.

Graduate Student Center – City Terrace 12
The Graduate Student Assembly (GSA) welcomes all graduate students to City Terrace 12 to take a break, meet with fellow graduate students, and interact with AECT leaders. Be sure to check the program for concurrent sessions sponsored by GSA that are of special interest to graduate students. The Graduate Student Center is open Wednesday through Friday, 8:00am – 5:00pm.

Job Center

Wellness Activities
AECT is proud to host the 4th Annual Convention 5K Walk/Run. This event, coordinated by Jennifer Banas, is scheduled for Thursday, November 6th, 2014 at 4:45pm-5:45pm. No prior registration is necessary. Meet at the Neuman Street hotel entrance at 4:30pm to participate. Be sure to wear comfortable running shoes and lightweight clothing. Remember to bring your own water!
Wellness Activities (continued)
This year, we’re excited to add yoga to the wellness activities line-up. Start your morning with breath and movement. This class will be a Vinyasa-style class where poses “flow” into the next. Building strength and balance, and movement in the body, this practice is fun and full of energy. All levels welcome!
Join Zeni Colorado in Suite 4106 on Thursday, November 6, 2014 at 6:00 AM.
Looking for a mid-conference escape? The Hyatt Regency Jacksonville has partnered with N.A.I.W.B.E., a day spa, offering all-organic products and services, nail care, skin renewal, massage therapy and health and wellness consulting located conveniently in the Jacksonville Landing. Be sure to mention that you’re a guest and AECT14 attendee when booking services and you’ll get a 20% discount. Visit http://www.naiwbelle.com/ or call 866-740-2381 for more information.

Lost and Found
Lost and found items may be turned in to the AECT Registration Desk located at the convention registration area on the 3rd level near the elevators. We will make every effort possible to return a lost item to its rightful owner.

Mobility Services
Should anyone need a scooter or wheelchair they are available through Genesys Medical Equipment.
Phone: 904-745-5121
Web: SonnyJ@Genesysemecarequip.com
You will be required to provide the following information:
1) Your name, complete mailing address, phone number and Fax.
2) Your Weight
3) Date of service
4) Name of hotel you are staying
Scooters: $150 (Includes deliver and pickup)
Manual Wheelchairs: $30-80/week. (Depends on your weight and height)
Power wheel chairs: $200 a week

Awards Presentations
AECT and ECT Foundation awards will be presented during the general sessions throughout the convention. Division awards and scheduled presentations are listed in the convention program.

AECT Book Store – 3rd Floor, near Registration
Stop by and review and/or buy your copy of AECT’s newest publications. Books will be on sale during regular registration hours, and the Book Store is located on the 3rd level near Registration.

Presentation Sharing
AECT is proud to announce a partnership with SlideJar.com to host presentation materials. Save time by sharing your presentation with our graduate student volunteers who will be available near Registration to digitally copy files for hosting on the convention subdomain of SlideJar.com at http://aect14.slidejar.com. Simply provide your presentation on a USB drive or other portable media, and the volunteers will copy the file(s) to a shared folder. Within 24 hours, your presentation will be live on the website.

Research Proceedings
AECT’s Convention Research Proceedings, Vol. 1 and Vol. 2, will be available online after the convention, as a downloadable member benefit. Members will be notified by email announcement when the proceedings are available online. Print copies of Vol. 1 may be ordered on site from the AECT Bookstore for $80. Vol. 2 is not available in a print version.

Purchasing Tickets for Meal & Workshop Events
All members are advised to verify that any meal and/or workshop tickets purchased in advance are included with your materials at registration check in. If the tickets you pre-purchased are not in your registration packet, please correct this problem before leaving the registration desk. If you did not pre-purchase a ticket for a meal event that you would like to attend, stop by the AECT Registration Desk to purchase one. Tickets will be available on a space-available basis and must be purchased 12pm the day prior to the meal event. There will be a $6 additional fee for meal tickets purchased after 12pm (noon) the day prior to the meal event. Meal tickets will not be sold at the door. Tickets will be collected upon entrance to the meal event.

The Business Center
Taking away from the office on business should not limit your productivity. Hyatt Regency Jacksonville Riverfront provides business travelers with the convenience of a staffed FedEx Office business center, which offers special services such as 24-hour access to computers and Internet, large format color printing and file assistance. Or take advantage of one of our Business Plan guestrooms offering internet access for one computer and additional business services
• Self-Service Hours
24 hour self-service access is available for Hyatt Regency Jacksonville Riverfront guests.
• Hours
7:00a.m. - 7:00p.m., Monday – Friday.
Call front desk for weekend hours.
• Location
Business center is conveniently located on the third floor. The FedEx Office business center offers a wide variety of services including:
• Color printing, Photocopy service, Laser printing, Facsimile service, Image scanning, PC workstations with access to the Internet, Easy laptop interface, General office supply sales, Charges conveniently billed to your room or credit card

Onsite Services
Be in the center of it all Hyatt Regency Jacksonville Riverfront. Set within the city’s business and entertainment districts, our hotel is near beaches and top golf courses.
• Hyatt E-Concierge
Now you can plan and organize the perfect stay, well before you check in. Hyatt E-Concierge is our new interactive, on-line service that brings our hotel Concierge directly into your home or office for the luxury of pre-planning hotel activities.
Hyatt E-Concierge will allow you to pre-arrange dinner reservations, activities such as golf, and make special requests before you arrive on property.
• Hyatt FastBoard™
FastBoard™ offers guests a way to receive a printed airline boarding pass at the hotel prior to departing for the airport. With FastBoard™ you’ll be able to retrieve flight information such as delays and cancellations, check the weather for the region, and print a boarding pass.
• Bellman/ Valet Services
We offer professional and timely valet and bellman services, staffed with knowledgeable and friendly staff familiar with the local area.

Hotel Address
Hyatt Regency Jacksonville Riverfront
225 Coastline Drive East
Jacksonville, FL 32202
Tel: 904-588-1234  Fax: 904-634-4554

Airport Transportation
Destination Planning offers discounted airport shuttle service for select Hyatt Regency Jacksonville Riverfront groups ($19 each way, per Person; Roundtrip: $38 This is a flat rate and includes gratuity)!
Our shuttles run between the hours of 5:00am and 12:00am. Services include:
• Nonstop Service-Express non-stop service from Jacksonville International Airport to the Hyatt Regency Jacksonville Riverfront.
• Online Reservation System-Departures typically leave every halfhour based on reservations and are available during ALL airport operating hours.
We don’t leave until the last passenger is taken care of, and no worries on flight delays. Missed your scheduled shuttle? Give us a call and we
Airport Transportation (continued)

would be happy to reschedule it for you at no extra charge. All you have to do is click on the link below and make your reservation. Please mention the group promo code AECT From November 1st - 10th, 2014 in order to get your special group rate!

• Advance Reservation Discount-Discounts are available for advance reservations ONLY. The advance reservation discount is for those passengers making reservations online 48 hours or more before their scheduled flight. Guests will be charged $21 each way, per person if making reservations over the phone or less than 48 hours before scheduled flight.

• Round-trip Service-Remember to make your “Return Trip” reservation after your arrival reservation to save time! After you place your credit card information into the system, you will click “submit” and click on Round Trip. It will then save your general information and all you will need to do is put in your departing flight information. Confirmations will be emailed to you at least 24 hours before your scheduled arrival. For questions during regular business hours (EST M-F 9am-5pm) or if you cannot locate your driver after hours, please call our Transportation Manager, Sarah Urban, at 904-699-3540. You may also email us at Transportation@DestinationPlanning.com

* All cancellations will be charged a $8 processing fee. We do not offer a refund if it is requested less than 24 hours in advance.

Parking

Hyatt Regency Jacksonville Riverfront offers a parking deck managed and operated by ProPark that provides direct access into the hotel. Options include overnight self and valet parking. Guests may use their hotel key card to enter and exit the garage after validating with the Front Desk. Garage entrance is located off of Newnan Street. Additional public parking is available in the nearby area, rates vary.

• Overnight self parking: $10 for AECT Registered Guests only. $15 for all other convention attendees.

• Overnight valet parking: $20
(Valet Parking may not be available over special events.)

Garage clearance: 6’ 7”

Accessibility

The staff at Hyatt Regency Jacksonville Riverfront is committed to ensuring that we meet and exceed all of the requirements for the Americans with Disabilities Act. Our hotel associates are trained to accommodate guests with special needs, so that all of our guests, including those with disabilities, are able to have an enjoyable and safe stay. At Hyatt Regency Jacksonville Riverfront we want to make sure all our guests are able to take advantage of every activity the hotel has to offer.

Our hotel offers specially designed accessible rooms featuring:

• Audio/visual smoke detectors
• Connecting rooms
• Braille symbols in the elevators
• Wheelchair accessible climate controls, closet poles, doors, bathroom fixtures
• Roll-in showers
• Bathtub benches and grab rails
• Closed caption television
• Wheelchair accessible pool and fitness center

Educational Partners

AECT Educational Partners – Tabletop Exhibits, – 2nd Level, Registration Foyer

Wednesday through Friday, take time to stop by the tabletop exhibits and see what’s new and available to professionals like you in the field of instructional technology. The tabletop exhibits are open Wednesday through Friday during normal operation hours. Participating educational partners with displays include:

ectFoundation
Contact: Ward Cates, ectFoundation President
Phone: 610-758-3249
E-mail: ward.cates@lehigh.edu

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

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

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

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

University of Hawai‘i
Contact: Curtis Ho
Phone: 808-956-7771
E-mail: curtis@hawaii.edu

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

Designers for Learning
Contact: Jennifer Maddrell
Phone: 312-622-0666
E-mail: jmaddrell@gmail.com

Classbook.com
Contact: Anthony Pfister; Russell Gould
Phone: 518-336-2114
E-mail: apfister@classbook.com; rgould@classbook.com

Drexel University
Contact: Nadine Ezatz
Phone: 215-895-0536
E-mail: ne27@drexel.edu

Airport Transportation (continued)
WEDNESDAY, November 5, 2014
1:00 to 2:00pm
2nd Level, 2, Grand 4
PS - Designing Games for Learning
This presentation is based on a report by the authors that was commissioned by the U.S. Air Force Research Laboratory to provide up-to-date information and guidance on the design of serious games to support learning. It provides a vision of serious games, followed by elaborations on the elements of the game space and the instructional space, and concludes with recommendations for R&D.
Facilitator: Andrew Gibbons, Brigham Young University
Presenters: Rodney D. Myers, Independent Scholar; Charles Morgan Reigeluth, Indiana University

THURSDAY, November 6, 2014
9:15 to 10:15am
2nd Level, 2, Grand 5
PS - AECT Guide to Tenure & Promotion
Tenure and promotion can be a complex process, but this panel of deans, associate deans, chairs, and recently tenured and untenured faculty are creating a general tenure and promotion guide to help AECT members successfully understand and navigate the system.
Facilitator: Peg Ermer, Purdue University
Presenters: Jonathan M Spector, Department of Learning Technologies; Andrew Gibbons, Brigham Young University; MJ Bishop, AECT Board Member; Wilhelmina Savenije; Arizona State University; Charles Hodges, Georgia Southern University; Mary Herrig, University of Northern Iowa; Jyoti Baweja, Indian Institute of Education; Mei Wang, East China University; Jan Elen, CIP&T, KULeuven; Jonathan Mckeanon, University of Tampa
10:30 to 11:30am
2nd Level, 2, Grand 7
PS - Development of a Cross-Institutional Distance-Delivered Graduate Program: Lessons from the Field
One of the greatest benefits of distance education is the ability to share resources and expertise across universities to provide greater access to quality learning opportunities. However, developing shared courses and evaluating their effectiveness at the consortium level requires a collaborative approach to instructional design. This session will feature a project funded by the U.S. Department of Agriculture which focuses efforts on the development, implementation, and evaluation of a cross-institutional distance education graduate program in animal breeding and genetics. Our strategies for creating and sustaining this program will be described, as well as challenges and solutions for distance education program development across universities within the U.S.
Facilitator: TBD
Presenters: Barbara Lockee, Virginia Tech; Ron Lewis, Virginia Tech; Miriam Larson, Virginia Tech University
12:00 to 1:00pm
2nd Level, 2, Grand 5
PS - Constructive Articulation between the Sciences of Learning and the Instructional Design and Technologies Communities
There have developed two professional communities which share an interest in innovative approaches and emerging technologies to design and implement effective support for learning. The older of these two communities is commonly referred to using terms such as 'instructional design' and 'educational technology'. This community of professional practice has existed in the USA for more than 80 years dating back to the Division of Visual Instruction formed in 1923 within the National Educational Association. The newer of these two communities is commonly referred to using terms such as ‘learning science’ and dates back to the 1980s in the USA with the development of Bank Street College and the New School for Social Research.
Facilitator: Michael Hannafin, University of Georgia
Presenters: Jonathan M Spector, Department of Learning Technologies; Paul Kirschner, Open University Nederland; Norbert Sæt, University of Freeburg; Susan Lajoinie, McGill University; Steve Harmon, Georgia State University; Andrew Gibbons, Brigham Young University

THURSDAY, November 6, 2014 (continued)
2:15 to 3:15pm
2nd Level, 2, Grand 5
PS - On Myths and Theories: International Perspectives on a Solid Research Program for Learning, Design, and Technology
Theory development in educational communication and technology is extremely difficult. Reasons include both the field’s and education’s intrinsic complexity, the troublesome transition from descriptive to prescriptive theory, and the fast pace of technological developments. Consequently, new developments are often driven by myths and assumptions rather than evidence-informed theory. The aim of this presidential session is to discuss international perspectives on how to establish a solid research program for learning, design, and technology.
Facilitator: Richard Cornell, University of Central Florida
Presenters: Jeroen J. G. Van Merriënoer, Maastricht University; Jan Elen, CIP&T, KULeuven; Paul Kirschner, Open Universiteit Nederland; Richard Clark, University of Southern California; Michael Hannafin, University of Georgia; M.David Merrill, Retired Utah State University
3:30 to 4:30pm
2nd Level, 2, Grand 5
PS - AECT Connect Peer Mentoring Project
This seminar is part of the implementation of the 2013 AECT Intern mentor project. During the seminar, peer mentors will work facilitators to create specific goals, progress benchmarks, and timelines for a specific professional development goal. After the seminar, participants will attend check-in webinars to stay accountable to their goals.
Facilitator: Aytekin Isman, Sakarya University
Presenters: Sylvia Rogers, University of South Alabama; Musay Bell, Georgia State University; Jif Stojanak, Old Dominion University; Keri Valentine, University of Georgia; Fatir Sarsar, Georgia State University

FRIDAY, November 7, 2014
8:30 to 10:15am
2nd Level, 2, Grand 5
PS - Designing, Implementing and Evaluating Online Doctoral Programs in Educational Technology and related fields
The purpose of this panel is to discuss challenges and best practices in the design, implementation and evaluation of hybrid or online doctoral programs in Educational Technology and related fields. Participants will present various aspects of program design such as admitting students, transitioning from an on-campus to an online program, community-building, and advising. The types of research conducted in professional practice educational technology dissertations and the impact of online doctoral programs will also be discussed.
Facilitator: Ellen S. Hoffman, University of Hawaii – Manoa
Presenters: Swapna Kumar, University of Florida; Kara Dawson, University of Florida; Carmen Weaver, University of Memphis; Cjfl Mins, University of Memphis; Elizabeth Belanche, University; Mariati Etor, Purdue University; Greg Jones, Univ of North Texas; Ross Perkins, Boise State University
10:30 to 11:30am
2nd Level, 2, Grand 5
PS - The Green Book IV: A Preview
Significant changes have been occurring in learning theory and instructional theory since the publication of Volume III of Instructional-Design Theories and Models. Therefore, the purpose of Volume IV is to provide descriptions of current, evolving, and emerging instructional theories. This presentation provides a preview of the chapters in Volume IV, which are collected into three primary sections: blending the nature of instruction, expanding access to educational opportunities.
Facilitator: In Sook Lee, Sejong University
Presenters: Charles Morgan Reigeluth, Indiana University; Brian Beatty, San Francisco State University
2:15 to 3:15pm
2nd Level, 2, Grand 5
PS - AECT Connect Peer Mentoring Project
The seminar is part of the implementation of the 2013 AECT Intern mentor project. During the seminar, peer mentors will work facilitators to create specific goals, progress benchmarks, and timelines for a specific professional development goal. After the seminar, participants will attend check-in webinars to stay accountable to their goals.
Facilitator: Aytekin Isman, Sakarya University
Presenters: Sylvia Rogers, University of South Alabama; Musay Bell, Georgia State University; Jif Stojanak, Old Dominion University; Keri Valentine, University of Georgia; Fatir Sarsar, Georgia State University
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to conduct research in the area of game-based learning. Dr. Joseph’s primary research and publications is in the area of Culture in Educational Technologies and Systemic Change in Education. As a Gates Millennium Scholar, Dr. Joseph is committed to assisting schools in creating meaningful learning environments to answer the future needs of students and society.

Brian C. Nelson is an Associate Professor of Educational Technology in the School of Computing, Informatics, and Decision Systems Engineering at Arizona State University. Dr. Nelson’s research centers on the theory, design, and implementation of computer-based learning environments, focusing on immersive games. As an instructional designer and learning theorist, he has published and presented extensively on the viability of educational virtual environments for situated inquiry learning and assessment. Dr. Nelson’s recent publications have addressed issues related to the design and evaluation of educational games, with a focus on situated cognition and socio-constructionist based design. Recent articles and chapters include Managing cognitive load in educational multi-user virtual environments, Exploring embedded guidance and self-efficacy in educational multi-user virtual environments, and Exploring the use of individualized, reflective guidance in an educational multi-user virtual environment. Dr. Nelson was the Project Designer on the River City Virtual World project through two National Science Foundation funded studies, and is a Co-Principal Investigator on the on-going National Science Foundation funded SAVE Science and SURGE studies. Each of these studies explores the use of computer games to teach and assess science inquiry and content. He was recently co-PI on two MacArthur Foundation grants: 21st Century Assessment, investigating new models for assessment in digital media-based learning environments, and Our Courts, creating and assessing an immersive game to promote civic engagement. Dr. Nelson earned his doctorate at Harvard University in 2005.

PANELISTS

Elizabeth Boling is a Professor of Education in Instructional System Technology at Indiana University, Bloomington. She teaches and conducts research on the design of teaching and learning experiences, the use of images in instructional materials, ISD as a design endeavor and teaching design at the graduate level. She is also a consultant for and designer of interactive multimedia and other forms of teaching and learning materials. Dr. Boling has served as department chair for the Instructional Systems Technology program at Indiana University since 1999 to 2011. From 1988 to 1992 she worked at Apple Computer, managing several dozen graphic designers and animators in what was then the company’s User Education group. She is currently the Associate Dean for Graduate Studies for Indiana University School of Education and the editor of International Journal of Designs for Learning.

Marcus D. Childress is a Professor and Director of the Instructional Design and Technology doctoral program at Baker University, Kansas. Dr. Childress’ research interests include online learning, heutagogy, and using virtual worlds for training and education. His research has been documented in publications such as Distance Education, Journal of Research on Computers in Education, International Journal of Educational Telecommunications, EDUCAUSE Quarterly, and Academic Leadership Journal. In addition to his higher education experience, Dr. Childress’ training involvement includes consulting with the Intel Corporation (Senior Trainer, Intel Teach to the Future); the People’s Bank of China Training Center; Virginia Modeling, Analysis and Simulation Center; and the United States Joint Training Analysis and Simulation Center. As past-president of the Association for Educational Communications and Technology (AECT), he serves on the AECT executive committee and board of directors.
Patricia A. Young is an Associate Professor in Literacy Education at the University of Maryland, Baltimore County. Her present research focuses on the Culture Based Model -- a framework that supports the development of culture-based information and communication technologies and literacy. Young is involved in mapping the model to a variety of interdisciplinary uses. This research is outlined in her book Instructional Design Frameworks and Intercultural Models (2009) published by IGI Global. Dr. Young’s research also examines the history of Instructional Design and Technologies made by and for African Americans and Race & Ethnicity in Urban Teacher Education. She has published articles in journals such as: Artificial Intelligence and Society; British Journal of Educational Technology; Journal of Educational, Technology & Society; Educational Technology Research & Development; Journal of Language, Identity and Education; and Race, Ethnicity & Education. In 2009, Dr. Young received the Outstanding Journal Article Award from the Association of Educational Communications & Technology -- Design & Development Division for her article: Integrating Culture in the Design of ICTs. She is currently the Editor of the Cultural & Regional Perspectives Section for the journal Educational Technology Research & Development (ETR&D).

Deniz Eseryel joined North Carolina State University in August 2014 as a Chancellor’s Faculty Excellence Program cluster hire in the Digital Transformation of Education. She is an Associate Professor in the Department of Curriculum, Instruction, and Counselor Education specializing in Digital Learning and Teaching and a Senior Research Fellow at the Friday Institute for Educational Innovation. Her research agenda focuses on science, technology, engineering, and mathematics (STEM) learning in K-20 educational settings and addresses (1) the development of higher-order thinking and complex problem-solving competencies following a comprehensive framework that includes cognition, metacognition, cognitive regulation, motivation, emotion, and epistemic beliefs; (2) innovative assessment methods that can benchmark progress of learning and the development of complex problem-solving competencies; (3) new and effective approaches to design state-of-the-art digital learning environments to facilitate complex problem-solving competencies; and (4) effective ways to prepare teachers and administrators for digital transformation of education to support effective integration and seamless adoption of advanced learning technologies into education. Dr. Eseryel has published numerous books, peer-reviewed articles, book chapters, and refereed conference proceedings in the areas of educational psychology, instructional design, and learning sciences. She recently co-edited a book for Springer titled “Assessment in Game-based Learning” and a special issue for Educational Technology Research & Development (ETR&D) titled “Towards Innovation in Complex Problem Solving Research: Implications for Instructional Design and Technology.” She is currently co-editing a book series for Springer titled “Advances in Game Based Learning.” She serves on the editorial boards of several leading journals in instructional and learning sciences and has held elected offices for the past ten years in the professional organizations including the American Educational Research Association (AERA) and the Association for Educational Communications and Technology (AECT). Dr. Eseryel has been collaborating with leading researchers in Europe and in the United States on large-scale projects funded by the National Science Foundation, Institute of Education Sciences, and European Union Commission.

Thomas C. Reeves is Professor Emeritus of Learning, Design, and Technology at The University of Georgia. Dr. Reeves has designed and evaluated numerous interactive learning programs. In 2003, he received the Association for the Advancement of Computing in Education (AACE) Fellowship Award, in 2010 he was made an Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) Fellow, and in 2013 he received the Association for Educational Communications and Technology (AECT) David H. Jonassen Excellence in Research Award. His books include Interactive Learning Systems Evaluation (with John Hedberg), a Guide to Authentic E-Learning (with Jan Herrington and Ron Oliver), and Conducting Educational Design Research (with Susan McKeeney). His research interests include socially responsible research and evaluation, authentic tasks for learning, educational design research, and enhancing education and public health in developing countries.

David Wiley is Co-Founder and Chief Academic Officer of Lumen Learning, an organization dedicated to increasing student success and improving the affordability of education through the adoption of open educational resources by middle schools, high schools, community and state colleges, and universities. He is also currently a Shuttleworth Fellow, Education Fellow at Creative Commons, and adjunct faculty in Brigham Young University’s graduate program in Instructional Psychology and Technology. As an academic, Dr. Wiley has received numerous recognitions for his work, including National Science Foundation CAREER grant and appointments as a Peery Social Entrepreneurship Research Fellow in the Brigham Young University Marriott School of Business and Nonresident Fellow in the Center for Internet and Society at Stanford Law School. As a social entrepreneur, Dr. Wiley has founded or co-founded numerous entities including Lumen Learning, Degreed, and the Open High School of Utah (now Mountain Heights Academy). In 2009, Fast Company named Dr. Wiley one of the 100 Most Creative People in Business. His career is dedicated to increasing access to educational opportunity for everyone around the world.

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- Dr. Kun Huang, Mississippi State University
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**SYMPOSIUM COORDINATOR**

Ana-Paula Correia is the Symposium Coordinator and the outgoing Past-President of AECT Research and Theory Division. Dr. Correia is an Associate Professor in the School of Education and the Human-Computer Interaction program at Iowa State University. Her current research program encompasses three interrelated foci: online learning and teaching, collaborative learning, and curriculum design and development. These overlap significantly because they are connected to a common and underlying theme in her research: Learning Design. Her work has been published in academic journals, such as, Teachers College Record, the British Journal of Educational Technology, and Distance Education. She also publishes in Portuguese and Spanish journals. Dr. Correia serves as the Program Chair for the American Educational Research Association (AERA) Special Interest Group on Design and Technology. She has been involved with research projects funded by Bill & Melinda Gates Foundation, U.S. Department of Agriculture, Pappajohn Center/Kauffman Foundation and U.S. Department of Education.
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Design & Development Showcase:

Chair and Facilitator: Gayle V. Davidson-Shivers, University of South Alabama
Co-Chair and Facilitator: Jill Stefaniak, Old Dominion University

Abstract: Design and Development Showcase is a special event to honor authors of a select group of innovative training and educational programs that are grounded in theory and research. The authors will be present to meet and share their award-winning programs with Convention Attendees. Key program components and materials will be displayed on posters for all to learn from and enjoy.

Beyond the Entertainment Factor: Educational Game Design for Online Learners
Huei-Lien Chen, Colorado State University

Computers as Critical Thinking Tools: Primarily Self-Directed, Online Capstone Course
Lina Soudi, Syracuse University
Tiffany A. Koszalka, Syracuse University
Yufei Wu, Syracuse University
Jacob A. Hall, Syracuse University

Designing the Innovative Knowledge Organization System (iKOS) for Science Learning
Ji Shen, University of Miami
Shiyian Jiang, University of Miami
Bahadir Namdar, University of Georgia

Multi-Institution Service-learning Project to Design Open Educational Resources for Adult Basic Education
Jennifer Maddrell, Designers for Learning
Jason A Engerman, Penn State University
Gary Morrison, Old Dominion University
Monica Tracey, Wayne State University
Jill Stefaniak, Old Dominion University

PERFLECT: Self-directed learning made easy
Jorrick Beckers, Maastricht University
Diana Dolmans, Maastricht University
Jeroen J. G. Van Merrienboer, Maastricht University

SMOOCH: Development and operation of a for-credit, free, semi-massive course
Brad Hokanson, University of Minnesota
Marit Mccluske, University of Minnesota

The Instructional Design of Trivia Game: A Computerized Auditory Training Program to Improve Speech Understanding in Noise
Ginger Watson, Old Dominion University
Stacie Ringleb, Old Dominion University
Kathryn S Schwartz, Old Dominion University
Anastasia M Raymer, Old Dominion University

The Kiowa Language and Culture Revitalization: Designing a Community-based Learning Model for an Endangered Language
Angie M. Calton, University of Oklahoma
Xun Ge, University of Oklahoma
Melody W. Redbird-Post, University of Oklahoma
Moge Wang, University of Oklahoma

ETR&D AWARDS
ETR&D Distinguished Development Award
Ali Carr-Chellman, Penn State College of Education
For your recent work in the area of “Applications of Gaming and Instructional Designs of Classroom Teaching”

Outstanding ETR&D Development Reviewer Award
Jody S. Underwood, Intelligent Automation, Inc.
For Constructive and Timely Reviews and for Distinguished Service to the ETR&D Development Board of Consulting Editors

Outstanding ETR&D Research Reviewer Award
Wenhao (David) Huang, University of Illinois
For Constructive and Timely Reviews and for Distinguished Service to the ETR&D Research Board of Consulting Editors

ETR&D - Young Scholar Award
Robert N. Carson, Montana State University
For Your Submission "The Cadence on Online Learning"

ETR&D - Young Scholar Award
Nicholas J. Lux, Montana State University
For Your Submission "The Cadence on Online Learning"

PRESIDENTIAL AWARD RECIPIENTS
President Award
Ellen Hoffman, University of Hawaii
For Dedicated Service to AECT

President Award
Brad Hokanson, University of Minnesota
For Dedicated Service to AECT and the Summer Research Symposium

President Award
Feng-Qi Lai, Indiana State University
For Dedicated Service to AECT and planning the International Research Symposium for 2015 in Shanghai, China

PRESIDENTIAL AWARD RECIPIENTS
President Award
Jill Stefaniak, Old Dominion University
For Dedicated Service to AECT and Conducting a Membership Survey

President Award
Ginger Watson, Old Dominion University
For Dedicated Service to AECT and Conducting a Membership Survey

SPECIAL SERVICE AWARD
Jozenia Colorado, Emporia State University
For her Dedicated Service to AECT

INTERNATIONAL SERVICE AWARD
President Uzaffer Elmas, Sakarya University
For your efforts with the Council of Higher Education and your support of AECT

2014 DESIGN AND DEVELOPMENT DIVISION AWARD RECIPIENTS
Outstanding Journal Article Awards
Farrah Dina Yusop, University of Malaya, Malaysia
Ana-Paula Correia, Iowa State University
For your recent work in the area of “Applications of Gaming and Instructional Designs of Classroom Teaching”

Andrew S. Gibbons, Brigham Young University
For Dedicated Service to AECT and the Summer Research Symposium

M. David Merrill, Professor Emeritus, Utah State University
For your efforts with the Council of Higher Education and your support of AECT

Outstanding Book Award
Andrew S. Gibbons, Brigham Young University
For Dedicated Service to AECT and the Summer Research Symposium

M. David Merrill, Professor Emeritus, Utah State University
For your efforts with the Council of Higher Education and your support of AECT

Outstanding ETR&D Development Reviewer Award
Wenhao (David) Huang, University of Illinois
For Constructive and Timely Reviews and for Distinguished Service to the ETR&D Research Board of Consulting Editors

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M. David Merrill, Professor Emeritus, Utah State University
For your efforts with the Council of Higher Education and your support of AECT
AECT and Divisional Awards

Outstanding Practice Award
Mable Kinzie

In Recognition of Presidential Service

DIVISION OF DISTANCE LEARNING

AWARD RECIPIENTS

Award Winners 2014

Crystal Award, 1st Place
Case-Based E-Learning Module to Enhance Veterinary Students’ Diagnostic and Therapeutic Decision-Making, University of Georgia; Ike Choi, Hyojin Park, Hui Rong, Karen Qian, Karen K. Cornell, Chad Schmiedt, Kate E. Creevy, & MaryAnn G. Radinsky

Crystal Award, 2nd Place
Statistics in Education for Mere Mortals: A Massive Open Online Course, University of Georgia; Lloyd P. Rieber

Crystal Award, 3rd Place
Prototyping the Virtual Experiments Mobile App (VEMA) for Developing College Freshman Students’ Pre-Lab Chemistry Lab Skills, University of Illinois at Urbana-Champaign, Korea National Open University; Wenhao David Huang, Don DeCoste, & Kwang Sik Chung

Book Award, 1st Place
The Handbook of Mobile Learning; Editors: Zane L. Berge and Lin Y. Mullenburg

Book Award, 2nd Place
Online Learning: Common Misconceptions, Benefits, and Challenges; Editors: Patrick R. Lowenthal, Cindy S. York, & Jennifer C. Richardson

Quantitative Journal Article, 1st Place
Interaction, Internet Self-Efficacy, and Self-Regulated Learning as Predictors of Student Satisfaction in Online Education Courses; Yu-Chun Kuo, Andrew E. Walker, Kerstin E.E. Schroder, & Brian R. Belland

Quantitative Journal Article, 2nd Place
Engaging Online Adult Learners in Higher Education: Motivational Factors Impacted by Gender, Age, and Prior Experiences; Sun Joo Yoo & Wenhao David Huang

Quantitative Journal Article, 3rd Place
Overt and Covert Instructor Interaction and Student Participation in Asynchronous Online Debates; Gale V. Davidson-Shivers, Joyce M. Guest, & W. Darlene Bush

Qualitative Journal Article, 1st Place
The Nature of Teacher Engagement at an Online High School; Jered Borup, Charles R. Graham, & Jeffery S. Drysdale

Qualitative Journal Article, 2nd Place
Peer Feedback to Facilitate Project-Based Learning in an Online Environment; Yu-Hui Ching & Yu-Chang Hsu

Qualitative Journal Article, 3rd Place
Peer Review and Nuanced Power Structures: Writing and Learning Within the Age of Connectivism; Sandra S. Abrams

Application-based, 1st Place
What was your best learning experience? Our story about using stories to solve instructional problems; Joanna C. Dunlap & Patrick R. Lowenthal

Application-based, 2nd Place
Student Perceptions of Juvenile Offender Accounts in Criminal Justice Education; Karen Miner-Romanoff

Application-based, 3rd Place
Barriers to Communication in Distance Education; Zane L. Berge

DIVISION OF DISTANCE LEARNING

AWARD RECIPIENTS (continued)

Outstanding Research & Theory Division

Awards

Burmeister Award (2013 Convention), 1st Place
Lessons from the field: An analysis of online instructors’ lessons learned about teaching online; Joanna C. Dunlap & Patrick R. Lowenthal

Burmeister Award (2013 Convention), 2nd Place
Moderator’s Peer Interaction Facilitation Techniques in Asynchronous Online Discussions: A Qualitative Case Study; Kui Xie, Chien Yu, Amy C Bradshaw

MULTI-MEDIA PRODUCTION

DIVISION IMMERSIVE LEARNING AWARDS

2014 Linear Multimedia Winner:

2014 Graduate Student Winner:
Lisa Hughes, Indiana State University, Aligning Assessments with Objectives

RESEARCH & THEORY DIVISION

AWARD RECIPIENTS

Outstanding Research & Theory Division

Sponsored Accepted Proposal
Bo Young Yoon, Jong Tae Lee, Seokjin Choi, Tae-Hee Kim, Hye Rin Roh & Byoung Doo Rhee

Dean & Sybil McCluskey Research Award
Erank Er

Outstanding Journal Article Award
Dirk Henthaler

Young Researcher Award
Sungwon Shin with Thomas A. Brush & John Saye
University Reception Participants

Please Join Us for the Joint University Reception on Friday, November 7 from 6:00pm-7:30 in Grand Ballroom 4

Arizona State University
Host: Wilhelmina Savenge

Baker University
Host: Marcus Childress

Boise State University
Host: Ross Perkins

Drexel University
Host: Nadine Ezzat

Emporia State University
Host: Zeni Colorado

Florida State University
Host: Matt Gillett

Georgia State University
Host: Feng-Qi Lai

Indiana State University
Host: Thomas Brush

Indiana University
Host: Victoria Walker

Old Dominion University
Host: Gary Morrison

Penn State University
Hosts: Ali Carr-Chellman

Purdue University
Host: Victoria Walker

The Annual Breakfast with Champions . . . brings the top professionals in the field together to interact with our attendees at an AECT-sponsored breakfast. This convention tradition allows members to engage in conversations on research topics and interests with the top scholars and AECT leaders. Our keynote speakers have agreed to participate in this event. Please join us this exciting event.

Tickets for this event on Thursday, November 6 from 7:30am-9:00am in Grand Ballroom 4 (Second Level) are still available for purchase. The following leaders in our field are waiting to enjoy breakfast with you:

Rob Branch
Ward Cates
Clarence Chu
Dick Cornell
Johannes Cronjé
Marcy Driscoll
Peg Ertmer
Michael Grant
Andy Gibbons
Mike Hannafin
Steve Harmon

Chuck Hodges
Ellen Hoffman
Ayetkin Isman
Roberto Joseph
Eugene Kowch
Jim Klein
In-Sook Lee
Trey Martindale
David Merrill
Les Moller
Kay Persichitte

Tom Reeves
Lloyd Rieber
Charlie Reigeluth
Bob Reiser
MaryFriend Shepard
Sharon Smaldino
Mike Spector
Monica Tracey
David Wiley
Pat Young
SYSTEMIC CHANGE DIVISION AWARDS

Recipients to be announced at convention

The Charles M. Reigeluth Emerging Researcher Award

Distinguished Service to the Systemic Change Division

Outstanding Change Journal Article Award

TEACHER EDUCATION DIVISION AWARD RECIPIENTS

Teacher Education Division Award – Best Proposal
Marissa (Missy) Ball, Georgia State University
Laurie B. Dias, Kennesaw State University

For Outstanding and Dedicated Service to the Division of Teacher Education
Lara Luetkehans, Indiana University of Pennsylvania

For Scholarly Advancement of the Field of Educational Technology
Sharon Smaldino, Northern Illinois University

2014 INTERNATIONAL DIVISION AWARDEES

Robert deKiefer International Fellowship Award
Linda Fang, Civil Service College of Singapore, Singapore

International Contributions Award
Amy Leh, California State University San Bernardino, USA

President’s Service Recognition Award
Arthur Wang, National Hsinchu University of Education, Taiwan

Distinguished Service Award
Cengiz Hakan Aydin, Anadolu University, Turkey

Outstanding Practice by a Student of Educational Technology in an International Setting Award
Xiaoling Ma, NingXia University, China

Outstanding Journal Article Published in International Review of ETR&D
“Emotion Management in Online Group Work Reported by Chinese Students”
Jianzhong Xu, Mississippi State University, USA
Jianxia Du, University of Macau, China
Xitao Fan, University of Macau, China

DESIGN AND DEVELOPMENT DIVISION (D&D)

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

This year the Division of Design and Development (D&D) accepted 140 proposals including exciting concurrent sessions, panel sessions, roundtables and posters.

You are invited to join us in any of the exciting conference events and also in activities across the year. Here are some of the D&D conference highlights:

Tuesday, November 4

Afternoon
Join your Design and Development colleagues for an afternoon of sun, fun, history and mystery in Saint Augustine! A short bus ride takes you to the nation’s oldest city where you can experience the delightful historic district and walk down St. George Street to the oldest wooden schoolhouse, tour the Castillio de San Marcos, or visit the Lightner or Villa Zorayda Museums.

2:00 – 8:00 p.m. Meet in Hotel Lobby

Wednesday, November 5

Morning
Professors of Instructional Design and Technology are invited to participate in the Instructional Technology Professor’s Forum
7:30 - 10:30 a.m. 2nd Level – 3rd Level, City Terrace 07

Afternoon
Join us for the D&D/R&T Awards Luncheon
11:45 – 12:45 p.m. 2nd Level, Grand 4

Get more involved by attending our D&D Membership Meeting immediately following the Luncheon
1:00 – 2:00 p.m. 2nd Level, Grand 4

Winners of the Design and Development Awards will discuss their award-winning work
4:45 – 6:15 p.m. 2nd Level, Grand 1

Evening
Stop by the D&D table at the Welcome Reception to meet and greet the D&D Board and fellow division members and participate in some very special interactive events
6:00 – 8:00 p.m. 2nd Level, Grand Foyer

After Hours
Come and join the Graduate Student Association (GSA) and the D&D Division for a night out on the town for drinks, food, and conversation. Contact GSA Representative Jenny Wakefield < jenny@wakefield.net > for tickets to this event or stop by the D&D table at the Welcome Reception and ask for one.
8:00 – 10:00 p.m. Fionn MacCool’s at the Jacksonville Landing

Thursday, November 6

Morning
Check out the D&D Showcase to see instructional design in practice. Chat with designers and see the results of their work
9:00 – 11:00 a.m. 2nd Level, Grand Foyer

Join us for a special invited panel on The Future of Instructional Design Programs with M. David Merrill, Vanessa Dennen, Joel Gardner, Wilhelmina Saveny, and Charles Reigeluth
10:30 - 11:30 a.m. 2nd Level, Grand 1

Afternoon
Winners of the Design and Development Awards will discuss their award-winning work
4:45 – 6:15 p.m. 2nd Level, Grand 1
D&D PANEL SESSIONS: This year, D&D is sponsoring five panel sessions to foster interactive discussion among panelists and audience members on emergent issues of current interest to the field:

**Wednesday, November 5**
The Role Contextualized Learning when Designing for Problem-solving
1:00 – 2:00 p.m., 2nd Level, Grand 1

**Thursday, November 6**
The Future of Instructional Design Programs
10:30 – 11:30 a.m. 2nd Level, Grand 1

**Friday**
Collaborative Design of an Online Self-Directed Course: An Example of a Cognitive Apprenticeship
9:15 – 10:15 a.m. 2nd Level, Grand 1

Design of Learning Experience: The 2014 AECT Research Symposium
10:30 – 11:30 a.m. 2nd Level, Grand 1

Examining a Multi-Institutional Virtual Service-Learning Collaboration
1:00 - 2:00 p.m. 2nd Level, Grand 1

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

- Learning Analytics * New Technologies in Instruction * Game-based Learning and Badges * Mobile Learning and iPads * Collaborative Learning Environments * Design Cases and Course Design * Virtual Environments * Scaffolding and Engagement * Instructional Design Practices * Problem Solving Research * Designing for Virtual Worlds * Instructional Design Research * MOOCs and Open Environments * Designing for K-12 * Open Educational Resources (OER) * Designing Digital Books

Whether you’ve been a D&D member for years, or are new to AECT and interested in finding a home in the organization, we look forward to meeting you at the conference, sharing scholarship in design and development practice, networking, and having fun!

DISTANCE LEARNING DIVISION (DDL)
Join the Division of Distance Learning (DDL) at this year’s conference as we represent members from around the world who come together to help shape the future of distance learning. From the many proposals received for this year’s conference, a full-peer review led to the selection of 1 panel session, 25 concurrent sessions, 31 roundtables, and 12 poster sessions. Our thanks go out to the many reviewers and to our session facilitators. You make the conference a success! This year promises to be one of our best yet with topics on Cognitive Engagement, Online Discussions, Peer Feedback, Online Gaming, Course Design, Social Media, Online Feedback, Strategic Planning, Cultural Diversity, MOOC’s and many others.

Visit our table at the Welcome Reception on Wednesday from 6:00 - 8:00 PM, engage with the division, and help us make this year’s DDL-sponsored sessions the most attended to date. Be sure to get your ticket to join us at the DDL Luncheon on the Main Floor Garden 3 at 11:45 AM on Friday, which will feature two of our award winning submissions. Plan to stay for the DDL Membership Meeting from 1:00-2:00 PM in the same room. You may even decide you want to become a future board member!

**Luncheon Presentations:**
1st Place Book Award
The Handbook of Mobile Learning; Editors: Zane L. Berge, Lin Y. Muilenburg

1st Place Crystal Award
Case-Based E-Learning Module to Enhance Veterinary Students’ Diagnostic and Therapeutic Decision-Making. University of Georgia; Ike Choi, Hyouin Park, Hui Rong, Karen Qian, Karen K. Cornell, Chad Schmidt, Kate E. Crevey, & MaryAnn G. Radinsky

DIVISION FOR SYSTEMIC CHANGE HIGHLIGHTS
A CALL TO ACTION
“Systemic change is a strategic vision and systematic process for achieving the future.”
The Systemic Change Division (SCD) facilitates communication and communities among educational technology professionals and students worldwide.

Members of the systemic change division believe that systems thinking as applied to education and organization thinking is EXACTLY what our nation needs in order to continuously improve our K-12 schools, 2-year colleges, higher education institutions, and professional organizations.

In a global world where change is constant, the needs of society and the institutions that serve it must also change.

**Wednesday, November 5, 2014**

DSC – Board Meeting
9:15 – 10:15 a.m.; 4th Level, Suite 4104

Concurrent Session: Systemic Change in Online Higher Education Programs
1:00 – 2:00 p.m.; 3rd Level, City Terrace 08

Concurrent Session: Examples of Implementing Systemic Change
2:15 – 3:15 p.m.; 3rd Level, City Terrace 08

Concurrent Session: Transformational Changes in Educational Systems
3:30-4:30 p.m.; 3rd Level, City Terrace 08

**Thursday, November 6, 2014**

Panel Discussion: The Role of Systems Thinking and Quality e-Learning in Higher Education
9:15-10:15 a.m.; 3rd Level, City Terrace 07

Concurrent Session: Transforming Instruction through Systemic Change
10:30-11:30 a.m.; 3rd Level, City Terrace 04

Concurrent Session: Transforming Instruction through Systemic Change
10:30-11:30 a.m.; 3rd Level, City Terrace 04

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 and meet fellow international colleagues and students at the Jenny K. Johnson International Hospitality Center, open through Nov 5, Thursday to Nov 6, Friday from 9 am to 4 pm at the section of the 2nd Level Grand Foyer Hospitality.

Please also consider attending the International Division’s many interesting sessions including roundtables and posters, as well as the following special events:
Division & Affiliate Highlights

INTERNATIONAL DIVISION (continued)

Wednesday Morning
International Division Board of Directors Meeting
9:15-10:15 a.m., 4th Level – Suite 4108

Wednesday Afternoon
Which Should Come First: Technology Tools or Infrastructures (Concurrent) 1:00-2:00 p.m., 3rd Level – St. John’s

Teachers, Technology and Pedagogy in International Contexts (Concurrent) 2:15-3:15 p.m., 3rd Level – St. John’s

Thursday Morning
International Division Membership Meeting
9:15-10:15 a.m., 3rd Level – St. John’s

International Voices in Research Trends (Panel) 10:30-11:30 a.m., 3rd Level – St. John’s

Thursday Afternoon
Faculty Job Search Strategies for International Students: Beyond the CV and Cover Letter (Panel) 1:00-2:00 p.m., 3rd Level – St. John’s

International Forum (Panel) 2:15-3:15 p.m., 3rd Level – St. John’s

First-Year Experience, Tenure and Scholarship: Supporting International Faculty in IT Programs (Panel) 2:15-3:15 p.m., 3rd Level – St. John’s

Danilo M. Baylen
University of West Georgia
Convention Planner and President-Elect
International Division

MULTIMEDIA PRODUCTION DIVISION (continued)

topics, including: Gaming, Multimedia Development Tools, Multimedia and Learning, Virtual Environments, and Multimedia Validation Studies.

Wednesday Morning: 10:30 to 11:30 a.m. MPD board meeting 4th Level, Suite 4106.

Thursday Evening: Immersive Learning Award Ceremony - Come join us and see the entries and winners! 5:00 - 6:30 p.m. in City Terrace 04

Friday Afternoon: Membership Meeting - We invite any and all AECT members interested in any aspect of multimedia production and/or design to attend. 2:15-3:15 p.m. 3rd Level City Terrace 07

Yadi Ziaee
Athens State University, Alabama
Multimedia Production Division Planner
yadiz5674@gmail.com

RESEARCH AND THEORY DIVISION

The Research and Theory division supports the development and advancement of theory; promotes, presents, and disseminates rigorous research and scholarship; advocates the study of social and cultural issues in the field; and supports, fosters, and mentors emerging scholars. To meet our goals we are once again hosting the National Science Foundation Early Career Symposium for junior faculty and graduate students, as well as offering our membership almost 70 concurrent, invited, roundtable, and poster sessions. This year the division is sponsoring two featured research sessions and as well as cosponsoring five featured research sessions with other divisions.

On Thursday, November 6th, we invite everyone interested in the Research and Theory Division to attend our membership meeting at 10:30am in Grand 6 on the 2nd level. Following the membership meeting we will have our annual joint luncheon with the Design and Development division in Grand 4 on the 2nd level. During the luncheon we will present following awards:

Dean and Sybil McClusky Research Award
Outstanding Journal Article Award
Outstanding Book Award
Outstanding Service Award

We look forward to seeing you in Jacksonville.
Jonathan McKeown, University of Tampa
Research and Theory Division Planner

SCHOOL MEDIA & TECHNOLOGY

The Division of School Media & Technology provides leadership in educational communications and technology by linking professionals interested in the development, implementation and evaluation of educational technology and its application to the learning process in the K-12 school environment. During this year’s conference, we have approximately 47 sessions; 33 of these are concurrent sessions, 6 poster sessions, and 7 roundtable presentations. Our sessions will discuss digital learning, instructional design, standards, multimedia, and gaming (to name just a few). Please note the following:

Division Lunch & Meeting (Fionn MacCool’s Restaurant Irish Restaurant and Pub)
11:45 a.m. – 12:45 p.m. -- Join us for the SMT Luncheon. A variety of food options, including vegetarian options will be offered. This event is a fun and engaging opportunity for members to network with researchers and practitioners interested in the field of school media technology. Lunch will be held at Fionn MacCool’s Irish Restaurant and Pub, located a short walk from the Hyatt Regency. 1:00 – 2:00 p.m. -- Following the luncheon, stay for the SMT general Membership meeting. Hear about the exciting progress our division has made in 2014 and the new directions in focus and programming we plan to take in 2015. The SMT Board would
Division & Affiliate Highlights

We look forward to seeing you!

Rebecca D. Hunt
Northern Illinois University
SMT – President-Elect and 2014 Convention Planner

TEACHER EDUCATION DIVISION

The Teacher Education Division (TED) promotes theory, research and practice in support of the development of knowledge, skills, and dispositions of educators who create effective learning environments for diverse learners through the integration of technology. For this year’s conference, we placed emphasis on research and translation into practice. Format for the sessions include panels, concurrent paper presentations, roundtable presentations, and poster presentations.

Wednesday, November 5, 2014

Panel Sessions

Research in Technology and Teacher Education: A World Cafe
Wed, Nov 5, 2:15 to 3:15pm, 3rd Level, 3rd, City Terrace 9

Methods & Materials Share Panel
Wed, Nov 5, 3:30 to 4:30pm, 3rd Level, 3rd, City Terrace 9

Concurrent Sessions

University Faculty Using Technology
Wed, Nov 5, 1:00 to 2:00pm, 3rd Level, 3rd, City Terrace 9

Improving Technology Integration with TPACK
Wed, Nov 5, 1:00 to 2:00pm, 3rd Level, 3rd, City Terrace 10

Participatory Practices with Teachers
Wed, Nov 5, 1:00 to 2:00pm, 3rd Level, 3rd, City Terrace 11

Concurrent Sessions

Influencing Technology Practices
Wed, Nov 5, 2:15 to 3:15pm, 3rd Level, 3rd, City Terrace 10

What the Stats Say
Wed, Nov 5, 2:15 to 3:15pm, 3rd Level, 3rd, City Terrace 11

Reflective Practices in Teacher Education
Wed, Nov 5, 3:30 to 4:30pm, 3rd Level, 3rd, City Terrace 10

Teachnology and Language Learning
Wed, Nov 5, 3:30 to 4:30pm, 3rd Level, 3rd, City Terrace 11

AECT Welcome Reception

Visit the TED Table
6:00-8:00pm, 2nd Level, Grand Foyer

Thursday, November 6, 2014

Panel Sessions

The Landscape of Teacher Education: Preparing Teachers for Virtual Learning Environments
Thu, Nov 6, 9:15 to 10:15am, 3rd Level, 3rd, City Terrace 09

Open Badges in Teacher Education
Thu, Nov 6, 10:30 to 11:30am, 3rd Level, 3rd, City Terrace 09

Concurrent Sessions

Preparing Teachers with Video
Thu, Nov 6, 9:15 to 10:15am, 3rd Level, 3rd, City Terrace 10

Teachers as Designers
Thu, Nov 6, 9:15 to 10:15am, 3rd Level, 3rd, City Terrace 11

TEACHER EDUCATION DIVISION (continued)

Influencing Technology Practices
Wed, Nov 5, 2:15 to 3:15pm, 3rd Level, 3rd, City Terrace 10

What the Stats Say
Wed, Nov 5, 2:15 to 3:15pm, 3rd Level, 3rd, City Terrace 11

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Teachnology and Language Learning
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Thursday, November 6, 2014

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TEACHER EDUCATION DIVISION

Wednesday, November 5, 2014

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Teachnology and Language Learning
Wed, Nov 5, 3:30 to 4:30pm, 3rd Level, 3rd, City Terrace 11

AECT Welcome Reception

Visit the TED Table
6:00-8:00pm, 2nd Level, Grand Foyer
Friday, November 7, 2014

Concurrent Sessions

Professional Development for Problem Based Learning
Fri, Nov 7, 8:00 to 9:00am, 3rd Level, 3rd, City Terrace 10

TPACK as a Tool for Guiding Teachers
Fri, Nov 7, 9:15 to 10:15am, 3rd Level, 3rd, City Terrace 10

Strategies for Teaching Teachers
Fri, Nov 7, 10:30 to 11:30am, 3rd Level, 3rd, City Terrace 10

Web-based Tools to Support Teacher Learning
Fri, Nov 7, 1:00 to 2:00pm, 3rd Level, 3rd, City Terrace 11

Let’s Get Real
Fri, Nov 7, 2:15 to 3:15pm, 3rd Level, 3rd, City Terrace 10

Posters and Roundtables

3:30 – 4:30pm, 3rd Level, Conference Center A

Please join our Facebook page to learn about Division activities throughout the year! http://www.facebook.com/groups/AECT.TED/

We look forward to seeing you!

Theodore J (TJ) Kopcha
TED President-Elect and 2014 Conference Planner

TRAINING & PERFORMANCE DIVISION

The Training and Performance Division serves members from government, business and industry, and academic communities with focus on training and performance improvement through systematic integration of technologies. Topics of interest to Training and Performance members are real world solutions that are situated in various organizations and intersect the use of hard and soft technologies, as well as current learning, instructional design, and performance theories. With a mix of scholars and practitioners, the Training & Performance Division helps all members to:

- Improve organizational and individual performance and learning grounded in theoretical frameworks as well as empirical results
- Devise and validate performance improvement processes rooted in systems thinking meaningful results
- Integrate technology to leverage learning and performance improvement in various organizational contexts
- Develop, implement, and evaluate research-based practices in organizations

SOCIETY OF INTERNATIONAL CHINESE IN EDUCATIONAL TECHNOLOGY

Society of International Chinese in Educational Technology (SICET)’s goal is to aggregate international Chinese scholars and experts in the field of educational technology to encourage academic cooperation and support among members. The mission of SICET is to establish and strengthen academic international connections, exchanges, research, and studies in educational technology for teaching and learning, as well as to promote the application of educational technology in Chinese education. Please join SICET’s unique and exciting programs at this year’s conference. We offer more than 10 concurrent, roundtable, poster and invited sessions that align with year’s convention theme on Learning, Design, and Technology. Here are some of the highlights:

Wednesday, Nov 5
1:00 to 2:00pm: SICET-Adoption of Mobile Devices and Personal Learning Environment, 3rd Level – Boardroom 1 (Current Session)
2:15 to 3:15pm: SICET-Enhancing Language Learning with Technology and Instructional Design, 3rd Level – Boardroom 1 (Current Session)
3:30 to 4:30pm: SICET-MOOC Design and Pedagogical Change, 3rd Level – Boardroom 1 (Current Session)

Thursday, Nov 6
9:15 to 10:15am: SICET-CSCL & Community of Inquiry, 3rd Level – Boardroom 1 (Current Session)
10:30 to 11:30am: SICET-Enhancing Language Learning with Technology and Instructional Design, 3rd Level – Boardroom 1 (Current Session)
1:00 to 2:00pm: SICET-Keynotes, 3rd Level Boardroom 1 (Current Session)
2:15 to 3:15pm: SICET-Membership Meeting, 3rd Level – Boardroom 1 (Current Session)

We look forward to meeting you there!

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

SICET Program Planner
Andy-Guqiang Cui
Yantai University
E-mail: andyguqiang@hotmail.com

KOREAN SOCIETY FOR EDUCATIONAL TECHNOLOGY (KSET)

KSET’s mission is to provide professionals in educational technology with opportunities for sharing ideas, experiences, knowledge and skills and for establishing networks through academic publications and conferences. Major publications include the Korean Journal of Educational Technology and the Educational Conferences of KSET are held for Korean researchers, practitioners and invited international scholars to exchange knowledge and experiences, and to contribute to the improvement of teaching and learning with educational technology.

Thursday
11:45 am - 12:45 pm
KSET Luncheon
3rd Level, Boardroom 2

Friday
8:00 - 9:00 am
Advances in Instructional Design
3rd Level, Boardroom 3
9:15 - 10:15 am
Social Media and Student Performance
3rd Level, Boardroom 3
10:30 - 11:30 am
Learning Analytics
3rd Level, Boardroom 3
1:00 - 2:00 pm
Innovative Learning Environment
3rd Level, Boardroom 3
2:15 - 3:15 pm
Regulation and Student Learning
3rd Level, Boardroom 3

Hyojin Park
parkhj@uga.edu
AECT/KSET Conference Planner

Division & Affiliate Highlights

Friday, November 7, 2014

Concurrent Sessions

Professional Development for Problem Based Learning
Fri, Nov 7, 8:00 to 9:00am, 3rd Level, 3rd, City Terrace 10

TPACK as a Tool for Guiding Teachers
Fri, Nov 7, 9:15 to 10:15am, 3rd Level, 3rd, City Terrace 10

Strategies for Teaching Teachers
Fri, Nov 7, 10:30 to 11:30am, 3rd Level, 3rd, City Terrace 10

Web-based Tools to Support Teacher Learning
Fri, Nov 7, 1:00 to 2:00pm, 3rd Level, 3rd, City Terrace 11

Let’s Get Real
Fri, Nov 7, 2:15 to 3:15pm, 3rd Level, 3rd, City Terrace 10

Posters and Roundtables

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Shuyan Wang
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E-mail: shuyan.wang@usm.edu

SICET Program Planner
Andy-Guqiang Cui
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3rd Level, Boardroom 3
2:15 - 3:15 pm
Regulation and Student Learning
3rd Level, Boardroom 3

Hyojin Park
parkhj@uga.edu
AECT/KSET Conference Planner
INTERNATIONAL COUNCIL FOR EDUCATIONAL MEDIA
Since 1950, the International Council for Educational Media (ICEM) has dedicated itself to providing an international platform for professionals in educational media to interact on individual, organizational, and cultural levels with the goal of advancing education globally. As an affiliate of AECT, ICEM this year is proud to sponsor two full sessions with panel discussions, five roundtable sessions, two poster sessions, and one membership session.

Highlights of this year’s program are:

**Wednesday, November 5**
- **ICEM Board/Membership Meeting**
  - 10:30 am – 11:30 am
  - 4th Level – Suite 4108
- **ICEM Panel Discussion – Learning Analytics: Big Data, the Bigger the Better?**
  - 1:00 pm – 2:00 pm
  - 3rd Level – City Terrace 7

**Friday, November 7**
- **Graduate Student Panel Discussion in Learning Analytics**
  - 1:00 pm – 2:00 pm
  - 3rd Level – River Terrace 1

There are also poster and roundtable sessions on Thursday and Friday. Do remember to join us for the exciting International Auction (2nd Level, Grand 4) cohosted with International Division starting at 7:30 pm, Thursday. Also, if you are interested, please join us for the International Dinner (for a fee, 2nd Level, Grand 4) at 6:30 pm, Thursday. We hope that you will join us for dinner, but if you cannot you can still participate in the Auction!

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

Hsin-Te Yeh
ICEM/AECT Conference Planner

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

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

INTERNATIONAL VISUAL LITERACY ASSOCIATION
The IVLA Annual Conference is currently meeting, but you can still be part of the 21st century literacy exploration at AECT. A vital, multidisciplinary forum for over 30 years, IVLA is dedicated to a fuller understanding of the way we derive meaning from visuals and better communicate through visuals. Our sessions here at AECT represent the breadth of interests in visual literacy and educational technology issues.

Join us for these scheduled sessions, and get together with other IVLA members at the Affiliate Reception, Thursday, Nov. 6, 5:00-6:00 pm in Boardroom 1.

**Thursday, November 6, 2014**
- **2:15 to 3:15pm**
  - 3rd Level, City Terrace 04
  - *Trends in Visual and Media Literacy Research and Practice: Visualizing Learning for the Next Generation*
  - Presenters: Danilo M. Baylen & Adriana D’Alba, University of West Georgia

GRADUATE STUDENT ASSEMBLY CONVENTION PLANNERS

Wendy A. Gentry
Communications Officer
Virginia Tech University

Meghan C. Martinka
Representative to the AECT Board
Nova Southeastern University

Hongtae Teng
International Board Representative
Penn State University

DIVISION & AFFILIATE HIGHLIGHTS

The Graduate Student Assembly (GSA) assists graduate students by easing the transition into the larger AECT organization. We have organized the GSA Lounge to serve as a place where we can interact with each other and attend sessions that are designed to appeal to graduates students, but are open to all attendees. See the GSAs following exciting events and sessions! Be sure to check the AECT app for full session descriptions and a list of panelists for each session.

All sessions are in the GSA Lounge (3rd Level – City Terrace 12) unless otherwise noted.

**WEDNESDAY, NOVEMBER 5**
- 11:45 am-12:45 pm
  - GSA Executive Board Meeting (4th Level – Suite 4104)
- 1:00 pm-2:00 pm
  - Conversation with the President-Elect
- 2:15 pm-3:15 pm
  - Meet the AECT Divisions
- 3:30 pm-4:30 pm
  - Panel: University Graduate Student Associations
- 6:00 pm-8:00 pm
  - GSA/IDDL on the Town at Fions MacCoff’s *Meet in City Terrace 12
- 8:00 pm-10:00 pm
  - GSA/IDDL on the Town at Fions MacCoff’s *Meet in City Terrace 12

**THURSDAY, NOVEMBER 6**
- 9:15 am-10:15 am
  - Writing: Techniques for Graduate Students & Selecting a Dissertation Topic
- 10:30 am-11:30 am
  - Panel: Developing Online Community
- 1:00 pm-2:00 pm
  - Building your CV: From Exemplary Student to Tenure-Track Faculty or Industry Professional
- 2:15 pm-3:15 pm
  - How do I Form a Research Question? & What is a Research Agenda?
- 4:15 pm-5:15 pm
  - Showcase for Emerging Tech Tools (3rd Level – Conference Center A)
- 6:30 pm-8:00 pm
  - 3MT Competition Preliminary Round

**FRIDAY, NOVEMBER 7**
- 8:00 am-9:00 am
  - Organization and Time Management- Getting it all Done!
- 9:15 am-10:15 am
  - Advice for the Job Hunt
- 10:30 am-11:30 am
  - Meet the Editors of AECT Journals
- 10:30 am-11:30 am
  - Showcase for Emerging Tech Tools II (3rd Level – Conference Center A)
- 11:45 am-12:45 pm
  - GSA Membership Meeting & Luncheon
- 1:00 pm-2:00 pm
  - Panel: What is the Future of our Field?
- 2:15 pm-3:15 pm
  - 3MT Competition Finals
INTERNATIONAL VISUAL LITERACY ASSOCIATION (continued)

Friday, November 7, 2014
1:00 to 2:00pm
3rd Level, City Terrace 06
Information Visualization in Students Eye: An Eye Tracking Study of Rising Sea Levels
Presenters: Dalia M. Alyahya, King Saud University; Suzan Alyahya
Digital Professional Portfolios: A Capstone Master Project
Presenter: Karen Kaminski, Colorado State University
Visual literacy is vital to K-12 education and to the IVLA. These sessions highlight activities developed to help educators understand and integrate visual literacy development with technology, one goal of many graduate and undergraduate courses in Visual Media, or Digital Literacy. These presentations share design, development, and assessment research and practice for engaging students in these multiliteracies.

LEADERSHIP DEVELOPMENT COMMITTEE (continued)

Thursday, November 6, 2014
10:30 to 11:30am
3rd Level, City Terrace 07
AECT Internships 101
1:00 to 2:00pm
2nd Level, Grand 1
Leading Change: Imagining a Renewed AECT Annual Conference Designs with Members

Friday, November 7, 2014
10:30 to 11:30am
3rd Level, River Terrace 1
A Needs Assessment to Examine Opportunities for Membership Involvement and Leadership Development Within Thirty-five Years of Leadership: A Study on the Impact of the Strohbehn and Cochran Internships.

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.

LEADERSHIP DEVELOPMENT COMMITTEE

The AECT Leadership Development Committee welcomes proposals from individuals who want to focus on leadership development, whether in academia, business, or in professional organizations. This year’s convention offers a track of presentations focusing on developing leadership skills. We are particularly interested in panels, interactive discussions, and the like. This track is not necessarily research-based, but more practice-based. We will accept a broad range of leadership development topics such as, skill-building, communication, project management, leading research teams, and leadership development courses.

Please join us for these special sessions this year!
Cindy York
Northern Illinois University Leadership Program Planner

FEATURED RESEARCH

As the premier professional organization in instructional design and technology, AECT actively fosters the dissemination of important research findings. In order to encourage a greater number of high-quality research paper presentations at our annual convention, the Research & Theory Division has worked closely with AECT divisions and affiliates to identify the following featured research sessions.

Research & Theory
Examining Differences between Facilitated and Non-Facilitated Case Discussions: Extent and Quality of Problem Space Coverage
Presenters: Peg Ertmer, Purdue University; Adrie Koehler, Purdue University

International Division
Analysis of Mobile Learning as an Innovation in Higher Education – A Comparative Study of Three Countries
Presenters: Rachel Desmarais; Cherng-Jyh Yen, Dominion University

Teacher Education
Are Barriers Universal? Private school Teachers’ and Administrators’ Beliefs Towards Technology Integration
Presenters: Missy Ball, Georgia State University; Laurie B. Dias, Georgia State University

Korean Society for Educational Technology
Analyzing Online Discussion Activity: Using Social Network Analysis with Learning Analytics Approach
Presenters: Yesom Yoo, Ewha W. University; Il-Hyun Jo, Ewha Womans University; Yeonjeong Park, Ewha Womans University; Hyeun Lee, Ewha W. University; Hanall Sung, Ewha W. University

Distance Learning Retention in Online Community College Courses
Presenters: Andrew Barrett, Indiana University; Ted Frick, Indiana University

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VIRTUAL WORLDS
AECT Virtual World Committee was established to highlight research, teaching, and concepts in virtual worlds. Sessions may be divided into two or three segments depending on availability of scheduling. Please join us for these innovative and interactive presentations!
-Tom Atkinson,
Virtual Worlds Committee Program Planner

Friday, November 7, 2014 (continued)
2:15 to 3:15pm
3rd Level, City Terrace 08
VW - Using Second Life for STEM Programs at Florida Polytechnic University

ADDITIONAL INTERNATIONAL AFFILIATES
Canadian Network for Innovation in Education (CNIE)
Chinese Association for Educational Technology (CAET)
eLearning Africa
Indonesian Professional Association of Educational Technology (IPTPI)
Hong Kong Association of Educational Communications and Technology (HKAECT)
Professors of Instructional Design and Technology (PIDT)
Taiwan Association of Educational Communications and Technology (TAECT)
The Association of Science, Education and Technology (TASET)

Meet the Interns
The three intern programs within AECT recognize the outstanding junior members of our community. The Leadership Internship program recognizes emerging leaders in our field and provides opportunities for these skills to further develop as graduate students and new professionals transition into careers in educational communications and technology. The ICEM Internship recognizes an international graduate student with an interest in international education and the significant potential to provide future leadership for AECT and in the broader international field. The Jenny Johnson International Internship recognizes a non-US citizen graduate student or new faculty member who exemplify the international education dedication.

Each intern class works on a project that is presented at the annual AECT convention and seeks to address a need in the field. Please join the 2013 Intern Class on Friday, November 7 at 2:15 PM in 2nd Level, Grand 5 for their AECT Connect Peer Mentoring Project.

Individuals interested in learning more about the intern programs should make plans to attend the AECT Internships 101 session on Thursday, November 6 at 10:30 AM in 3rd Level, City Terrace 07. If you have any questions about the program, please contact aect-intern-chair@aect.org.

Paige Hale, Strohbehn Intern, is a doctoral candidate at Educational Technology Leadership program at Morehead State University. She anticipates graduating in May 2015. Paige is also a school psychologist employed by the Lincoln County Schools in Stanford, KY. Paige’s capstone research project focuses on helping AECT determine factors impacting the membership of graduate student members. As a practitioner, her interests include universal design for learning, professional development, and student leadership. Paige has been an active member of AECT for the past two years. She has held various leadership positions including the GSA Liaison to the DDL. She is currently a GSA Project Director, a member of the GSA Designers for Learning Committee, and the GSA Chief Openness Officer.

Szu-Yueh Justine Chien, ICEM Intern, is a doctoral candidate in the Learning, Design, and Technology program at the University of Georgia. Her research focuses on how the digital generation uses emerging technologies to create various products as multimodal representation of their dynamic identities, and how this process and these identities impact their personal learning and preparation for their future teaching career. Szu-Yueh has been active in AECT since 2008, and is currently serving as the secretary of the International Division.

Megan C. Murtaugh, Cochran Intern, is a doctoral candidate at Nova Southeastern University with an anticipated graduation date of May 2015. Her research interests include community in distance education and cognitive load in learning through multimedia. Megan has been active in AECT since 2011 when she first joined the association. Currently, she is serving her second year as the Graduate Student Assembly (GSA) Representative to AECT and was recently asked to join the AECT Communications Team. Megan was responsible for planning the GSA convention track of concurrent sessions and panels through collaboration with two co-planners.

Muhterem Dindar, Jenny Johnson Intern, is a graduate research assistant and a Ph.D. student pursuing his doctoral degree at the Department of Computer Education and Instructional Technology at Anadolu University, Turkey. Currently, his research focuses on the effects of multitasking on learning performance of students in technology enhanced learning environments. Muhterem is glad to be an AECT member since 2013.

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AECT GOVERNANCE MEETINGS

AECT Board of Directors Meeting I
Tue, Nov 4 – 1:00 pm – 5:00 pm, 3rd Level, 3rd – St. John’s

AECT Board of Directors Meeting II
Sat, Nov 8 – 9:00 am – 12:00 pm, 3rd Level, 3rd – River Terrace 1

ectFoundation Board of Directors
Wed, Nov 5 – 1:00 pm-4:00 pm, 3rd Level, 3rd – Boardroom 3

ETR&D Joint Editorial Board Meeting
Fri, Nov 7 – 1:00 pm-2:00 pm, 3rd Level, 3rd – River Terrace 2

Tech Trends Editorial Board
Thu, Nov 6 – 10:30 am – 11:30 am, 4th Level, – Suite 4104

AECT General Member Meeting
Fri, Nov 7 – 4:45 pm - 5:45 pm, Grand Ballroom 5, Second Level

AECT DIVISION GOVERNANCE MEETINGS

Culture, Learning and Technology Board Meeting
Wed, Nov 5 – 9:15 am – 10:15 am, 4th Level – Suite 4106

Culture, Learning and Technology Membership Meeting
Thu, Nov 6 – 1:00 pm-2:00 pm, 2nd Level, – Grand 6

Design & Development Board of Directors
Wed, Nov 5 – 10:45 am – 12:00 pm, 4th Level – Suite 4108

Design & Development Membership Meeting
Thu, Nov 6 – 1:00 pm-2:00 pm, 2nd Level, – Grand Mtg-Offsite 1

Distance Learning Board of Directors Meeting
Wed, Nov 5 – 10:30 am – 11:30 am, 4th Level – Suite 4104

Distance Learning Membership Meeting
Fri, Nov 7 – 1:00 pm – 2:00 pm, 2nd Level, 2 – Grand 4

Distance Learning New Board of Directors
Fri, Nov 7 – 2:15 pm – 3:15 pm, 2nd Level, 2 – Grand 4

Graduate Student Association Board Meeting
Wed, Nov 5 – 11:45 am – 12:45 pm, 4th Level – Suite 4104

International Board of Directors
Wed, Nov 5 – 9:15 am – 10:15 am, 4th Level – Suite 4108

International Membership Meeting
Thu, Nov 6 – 9:15 am – 10:15 am, 3rd Level, 3rd – St. John’s

Multimedia Production Board of Directors
Wed, Nov 5 – 10:30 am – 11:30 am, 4th Level – Suite 4106

Multimedia Production Membership Meeting
Fri, Nov 7 – 2:15 pm – 3:15 pm, 3rd Level, 3rd – City Terrace 07

Research & Theory Board of Directors Meeting
Wed, Nov 5 – 11:45 am-12:45 am, 4th Level – Suite 4106

Research & Theory Business Meeting
Thu, Nov 6 – 10:30 am-11:30 am, 2nd Level, 2 – Grand 6

School Media & Technology Board of Directors
Wed, Nov 5 – 8:00 am-9:00 am, 4th Level – Suite 4108

School Media & Technology Membership Meeting
Thu, Nov 6 – 1:00 pm-2:00 pm, 2nd Level, – Grand Mtg-Offsite 1

Systemic Change Board of Directors
Wed, Nov 5 – 9:15 am-10:15 am, 4th Level – Suite 4104

Systemic Change Membership Meeting
Fri, Nov 7 – 9:15 am-10:15 am, 3rd Level, 3rd – City Terrace 09

Teacher Education Board of Directors Meeting
Tue, Nov 4 – 8:00 am-9:00 am, 4th Level – Suite 4106

Teacher Education Membership Meeting
Thu, Nov 6 – 3:30 pm-4:30 pm, 2nd Level, – Grand 3

Training and Performance Board of Directors Meeting
Wed, Nov 5 – 11:45 am-12:45 pm, 4th Level – Suite 4108

Training and Performance Membership Meeting
Fri, Nov 7 – 10:30 am-11:30 am, 3rd Level, 3rd – City Terrace 11

AECT AFFILIATE & DIVISION MEETINGS

ICEM Board of Directors and Membership Meeting
Wed, Nov 5 – 10:30 am-11:30 am, 4th Level – Suite 4108

D&D Future PacifiCorp 2015 Planning Committee
Wed, Nov 5 – 4:00 pm – 5:00 pm, 3rd Level, 3rd – Orlando

AECT COMMITTEE MEETINGS

2015 National Convention Planning
Sat, Nov 8 – 7:30 am-9:30 am, 3rd Level, 3rd – City Terrace 12

Awards Committee
Thu, Nov 6 – 10:00 pm – 2:00 pm, 4th Level – Suite 4104

Definition and Terminology Committee Meeting I
Thu, Nov 6 – 9:15 am – 10:15 am, 4th Level – Suite 4104

Definition and Terminology Committee Meeting II
Fri, Nov 7 – 8:00 am – 9:00 am, 4th Level – Suite 4104

Leadership Development Committee
Thu, Nov 6 – 2:15 pm-3:15 pm, 4th Level – Suite 4104

Nominating Committee Meeting
Thu, Nov 6 – 2:15 pm-3:15 pm, 4th Level – Suite 4106

Organization & By-Laws Committee
Fri, Nov 7 – 10:30 am-11:30 am, 4th Level – Suite 4104

PIDT 2015 Planning Committee
Fri, Nov 7 – 7:00 am – 8:00 am, 4th Level – Suite 4106

Professional Ethics Committee
Thu, Nov 6 – 1:00 pm-2:00 pm, 4th Level – Suite 4106

Available directly from the AECT Online Store, click “online store” at the bottom of our homepage or go directly to: https://aectorg.yourwebhosting.com/store/loginform.asp

This collection of scholarly essays provides a highly engaging treatment of using tools and technology, especially with regard to how new technologies have facilitated and supported problem solving and critical thinking. Each chapter focuses on a particular aspect of learning with technology and elaborates the implications for the design and implementation of learning environments and activities aimed at improving the conceptualization of problems, reasoning and higher-order thinking, and solving challenging problems.

Also available from www.routeledge.com and www.amazon.com
WORKSHOPS

TUESDAY, NOVEMBER 4

01-W1 Workshop
9:00 am to 4:00 pm
3rd Level - City Terrace 09
A Crash Course in Converting Face-to-Face Academic Courses to Online Using Critical Instructional Design Principles Marcia L. Ashbaugh, University of Illinois, ION-MYCR; Scott Bryce Johnson, University of Illinois, ION
For instructors of traditional classroom higher education courses required to, or desiring to, convert to an online delivery method in “ten easy steps or less” (not!). While designing an online course is far from easy, the essentials covered today will orient and motivate the willing (or unwilling) instructor/designer to the critical components of creating a successful online course. Interactive and engaging, this workshop is for you! BYOU! Come early for donuts!

01-W2 Workshop
9:00 am to 4:00 pm
3rd Level - City Terrace 10
Design Layers and Functional Design: A Hands-on Experience Andrew Gibbons, Brigham Young University
This workshop offers hands-on experience applying the theory of design layers and functional design to instructional design problems. The theory of design layers offers a new view of design architecture leading more direct application of instructional theories. Use of design layers involves functional design, an approach used in other design fields but not instructional design. Hands-on experience will demonstrate to participants the value of these ideas in solving everyday instructional design problems.

01-W3 Workshop
9:00 am to 4:00 pm
3rd Level - City Terrace 11
Designing Innovative, Technology-Infused Writing Instruction for Learners in the Digital Age Nancey Blair Black, Teachers College, Columbia University
Whether in translating the concise word choice of poetry to Twitter, the voice of persuasive essays to blogs, or the delicate crafting of an engaging narrative into ePublishing, effective writing is at the heart of 21st Century teaching and learning. Discover how use of research-based, innovative instructional strategies that infuse dynamic Web 2.0 and digital media applications can develop advanced writing skills, digital literacies, and even award-winning publications by budding young authors.

01-W4 Workshop
9:00 am to 4:00 pm
3rd Level - City Terrace 08
Games-based learning for exploration and discovery Hannah R. Gerber, Sam Houston State University; Dodie J. Niemeyer, Sam Houston State University; Carolyn Stufl, Stephen F. Austin State University
This workshop will introduce participants to the theories behind game-based learning and will lead participants through conceptualizing how game-based learning fits within their curricular and training needs by exploring the nuances of game-based learning in diverse settings. Participants will explore how to implement game-based learning within their classroom/learning environment and will critique and understand how to design game-based units/modules/lessons.

01-W5 Workshop
9:00 am to 12:00 pm
3rd Level - City Terrace 07
Designing Instructional Design Templates Malvindhi Mendenhall, University of Nevada Las Vegas
At last year’s convention I proposed that master’s programs should be restructured to train our students in designing instructional design templates that could be used by designers-by-assignment, who are likely to manage in their job, to design more effective, efficient and engaging instruction. The goal of this workshop is to provide an introduction to the principles and procedures for designing instructional design templates.

04-W1 Workshop
1:00 pm to 4:00 pm
3rd Level - City Terrace 07
Creating iPhone and Android Apps with LiveCode Lloyd Rieber, University of Georgia
This workshop will demonstrate how to use the LiveCode programming language (http://livecode.com/) to create software programs that can be delivered in multiple formats, including native apps for the iPhone and the Android. No prior knowledge about programming is needed. LiveCode uses a natural programming language based on HyperTalk, which was the language of Apple’s HyperCard from several years ago.

WORKSHOPS

WEDNESDAY, NOVEMBER 5

11-W1 Workshop
9:00 am to 12:00 pm
3rd Level - City Terrace 06
Empowering Your ID Team through a Project Management Framework: Micro-Collaboration Penny Ralston-Berg, Penn State World Campus; Lauren Cifuentes, Texas A&M–Corpus Christi; Seung Won Park, Texas A&M University–Corpus Christi
Partnerships between instructional designers and content experts can be fraught with communication breakdowns and confusion about roles. This workshop provides tried-and-true guidance on how to make partnerships successful for effective online course development. Through discussion, games, and real-world examples from educational, corporate, and nonprofit settings, you will learn techniques for promoting a more productive and higher-quality design process through micro-collaboration. This includes co-design policies that can be established at the program level.

11-W2 Workshop
9:00 am to 12:00 pm
3rd Level - City Terrace 08
In Depth Education: Diving Into Stereoscopic 3D Teaching and Learning Nancy Blair Black, Teachers College, Columbia University
Discover how educators can increase engagement, abstract concept comprehension, better classroom behavior, attentiveness, motivation and learning gains through stereoscopic 3D technologies. In this engaging, interactive workshop, you will learn about the technical aspects of stereoscopic 3D technologies and explore proven resources, best practices, and application ideas. Whether for interactive content or even student-created media, innovative stereoscopic 3D technologies deliver larger-than-life learning for educators and students of all groups, across all curriculum areas!

11-W3 Workshop
9:00 am to 12:00 pm
3rd Level - City Terrace 09
Innovative Case-Based E-Learning Design for Enhancing Real-World Problem Solving: Three Principles and Seven Strategies Ikseon Choi, The University of Georgia
The workshop will demonstrate a variety of case-based e-learning models, according to different types of problems—such as dynamic decision-making, diagnosis-solution problems, design problems, and ethical dilemmas—that have been developed and implemented in Human Medicine, Veterinary Medicine, Engineering, Agricultural Science, and Teacher Education. Three principles and seven strategies for case-based e-learning design, which have emerged through a series of the research projects, will be presented with examples of e-learning products and its development processes (https://elearning.coex.uga.edu).

11-W4 Workshop
9:00 am to 12:00 pm
3rd Level - City Terrace 10
Say What? Designing, Facilitating, and Assessing for Intersubjunctivity within Online Discussions Barbara Miller Hall, Ashford University; Janine Lim, Andrews University
A threaded discussion with vibrant participation is an exciting opportunity. Yet, such lively discussions occur less often than they should. This pre-conference workshop will engage designers, faculty, and administrators in understanding intersubjectivity within asynchronous, online discussions and how to design, facilitate, and assess for intersubjectivity within these discussions. Tactile exercises included! Participants should bring their laptop or tablet computers as well as examples of discussion prompts and/or discussion grading rubrics (not required).

11-W5 Workshop
9:00 am to 12:00 pm
3rd Level - City Terrace 11
Your Textbook is Boring: Create a Multiplatform Interactive Digital Book with Inking Habitat Gregory Francom, Northern State University; Jean-Pierre Nyikora, Northern State University
This workshop will involve participants in creating an interactive digital book using Inking Habitat; a free multiplatform online digital publishing tool. Workshop participants will create their own practice textbooks using Inking Habitat with guidance from the presenters. Participants should bring a laptop computer (Windows, Mac or Linux) with the Google Chrome web browser installed and sample digital media files including video and pictures. HTML and CSS skills are helpful but not required.

SATURDAY, NOVEMBER 8

41-W1 Workshop
9:00 am to 12:00 pm
3rd Level - Boardroom 2
Creativity in learning Brad Hkonson, University of Minnesota
Creativity is a mental ability that can be enhanced and which is valuable to educators, designers, and instructors. This session is based on the lessons learned from teaching and researching in the field of creativity. Workshop participants will be tested...
on their own creative ability, complete a series of exercises to increase their own creativity, and will learn and practice activities designed to encourage creativity and problem solving.

41-W3 Workshop 9:00 am to 12:00 pm 3rd Level - Boardroom 4 Grant Seeking & Writing for P12 Teachers: Tonia Dousay, University of Wyoming; Samantha Smith, Jackson Hole High School

With the deauthorization of the Enhancing Education Through Technology Act, teachers and administrators are left wondering how to maintain the technology in their classrooms or procure new tools. Classroom teachers are finding a new role in their position description: grant seeker and writer. This hands-on workshop will help attendees create a funding plan, identify grant sources for P12 educators, and draft a grant proposal outline.

41-W4 Workshop 9:00 am to 12:00 pm 3rd Level - City Terrace 08 Pedagogic Video Design Principles (How to Design Effective Video for Learning) Jack Koumi, Educational Media Production Training

The Workshop proposes 22 pedagogic video design principles, distributed between 8 narrative categories: Hook, Signpost, Facilitate Mindful Viewing, Enable Constructive Learning, Sensitize, Elucidate, Reinforce, Consolidate/Conclude. The principles will be illustrated with several screenshots (contained in the Handouts) and with 16 video clips distributed between 7 instructional videos. Participants, in small groups, will storyboard an instructional video clip, giving the pedagogic rationale for using video, also describing any complementary text material.

41-W5 Workshop 9:00 am to 12:00 pm 3rd Level - City Terrace 10 Quality PowerPoint; Design Matters

Anne Mendenhall, University of Nevada Las Vegas

At last year’s convention I proposed that master’s programs should be restructured to train our students in designing instructional design templates that could be used by designers-by-assignment, who they are likely to manage in their job, to design more effective, efficient and engaging instruction.

The goal of this workshop is to provide an introduction to the principles and procedures for designing instructional design templates.

WORKSHOPS

STUDY TOURS

Tours will board busses at the hotel’s side entrance on Neuman Street, 15 minutes prior to the departure time. To add a study tour to your convention experience, stop by the Registration Desk. Space is limited.

TUESDAY, NOVEMBER 4
1:00 PM - 4:00 PM
• The Bryan-Gooding Planetarium and Alexander Brest Space Theater at the Museum of Science and Technology (MOSH), $18
1:00 PM - 4:00 PM
• Self Guided Tour: St. Augustine–The Nation’s Oldest City, $45

WEDNESDAY, NOVEMBER 5
9:00 AM - 12:00 PM
• The Bryan-Gooding Planetarium and Alexander Brest Space Theater at the Museum of Science and Technology (MOSH), $18
10:00 AM - 12:30 PM
• The Cummer Museum of Arts & Gardens, $18

SATURDAY, NOVEMBER 8
10:00 AM - 12:30 PM
• The Cummer Museum of Arts & Gardens, $18

001. NSF Early Career Symposium I
8:00 am to 5:00 pm 3rd Level - Orlando Facilitator: Ana-Paula Correia, Iowa State University

AECT Research and Theory Division and the National Science Foundation are the sponsors of the 2014 Early Career Symposium. This is an opportunity for early career faculty and doctoral students to become part of an exciting cyberlearning community that is committed to design the next generation of learning technologies and increasing understanding of how people learn in technology-rich learning environments.

002. 01-W1 Workshop (preregistration required) 9:00 am to 4:00 pm 3rd Level - City Terrace 09
A Crash Course in Converting Face-to-Face Academic Courses to Online Using Critical Instructional Design Principles Maricia I. Ashbaugh, University of Illinois, ION-MVCR; Scott Bryce Johnson, University of Illinois, ION

For instructors of traditional classroom higher education courses required to, or desiring to, convert to an online delivery method in “ten easy steps or less” (not!). While designing an online course is far from easy, the essentials covered today will orient and motivate the willing (or unwilling) instructor/designer to the critical components of creating a successful online course. Interactive and engaging, this workshop is for you. BYOL! Come early for donuts!

003. 01-W2 Workshop (preregistration required) 9:00 am to 4:00 pm 3rd Level - City Terrace 10
Design Layers and Functional Design: A Hands-on Experience Andrew Gibbons, Brigham Young University

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

004. 01-W3 Workshop (preregistration required) 9:00 am to 4:00 pm 3rd Level - City Terrace 11
Designing Innovative, Technology-Infused Writing Instruction for Learners in the Digital Age Nansye Blair Black, Teachers College, Columbia University

Whether in translating the concise word choice of poetry to Twitter, the voice of persuasive essays to blogs, or the delicate crafting of an engaging narrative into ePublishing, effective writing is at the heart of 21st Century teaching and learning. Discover how use of research-based, innovative instructional strategies that infuse dynamic Web 2.0 and digital media applications can develop advanced writing skills, digital literacies, and even award-winning publications by budding young authors.

005. 01-W4 Workshop (preregistration required) 9:00 am to 4:00 pm 3rd Level - City Terrace 08
Games-based learning for exploration and discovery Hannah R. Gerber, Sam Houston State University; Dodie J. Niemeyer, Sam Houston State University; Carolyn Stufl, Stephen F. Austin State University This workshop will introduce participants to the theories behind game-based learning and will lead participants through conceptualizing how game-based learning fits within their curricular and training needs by exploring the nuances of game-based learning in diverse settings. Participants will explore how to implement game-based learning within their classroom/training environment and will critique and understand how to design game-based units/modules/lessons.

006. 01-W5 Workshop (preregistration required) 9:00 am to 12:00 pm 3rd Level - City Terrace 07 Presenter Designing Instructional Design Templates M.David Merrill, Retired Utah State University; Anne Mendenhall, University of Nevada Las Vegas

At last year’s convention I proposed that master’s programs should be restructured to train our students in designing instructional design templates that could be used by designers-by-assignment, who they are likely to manage in their job, to design more effective, efficient and engaging instruction. The goal of this workshop is to provide an introduction to the principles and procedures for designing instructional design templates.
007. 04-T1 Study Tour: The Bryan-Gooding Planetarium and Alexander Brest Space Theater at the Museum of Science and Technology (preregistration required)
1:00 pm to 4:00 pm
2nd Level - Grand Mtg-Offsite 1
The Bryan-Gooding Planetarium brings the universe to you. It is the largest single-lens planetarium in the world. What makes the Bryan-Gooding Planetarium so unique? It’s large dome – 60-foot in diameter – and its new technology, the Konica Minolta Super MediaGlobe II. The Konica Minolta Super MediaGlobe II technology lets audiences experience superior resolution – four times sharper than the most advanced high definition television (HDTV) – in a 360-degree theater.

008. 04-W1 Workshop (preregistration required)
1:00 pm to 4:00 pm
3rd Level - City Terrace 07
Presenter
Creating iPhone and Android Apps with LiveCode
Lloyd Rieber, University of Georgia
This workshop will demonstrate how to use the LiveCode programming language (http://livecode.com/) to create programs that can be delivered in multiple formats, including native apps for the iPhone and the Android. No prior knowledge about programming is needed. LiveCode uses a natural programming language based on HyperTalk (this was the language of Apple’s HyperCard from several years ago).

009. AECT Board of Directors Meeting I
1:00 pm to 3:00 pm
3rd Level - St John’s

010. 05-T1: Self-Guided Tour: St. Augustine – The Nation’s Oldest City (preregistration required)
2:00 pm to 6:00 pm
2nd Level - Grand Mtg-Offsite 3
The Design and Development Division invites you to join a dynamic group of people for an afternoon of fun, fun, history and mystery in Saint Augustine! A short bus ride takes you to the nation’s oldest city where you can experience the delightful historic district and walk down St. George Street to the oldest wooden schoolhouse; tour the Castillo de San Marcos, or visit the Lightner or Villa Zorayda Museums.

011. AECT Leadership Meeting & Dinner (RSVP - invitation only)
6:00 pm to 9:00 pm
3rd Level - River Terrace 3

012. Interim Meeting - Leadership Opportunities in AECT
7:00 am to 8:00 am
4th Level - Suite 4104

013. D&D - IDT Professor’s Forum
7:30 am to 10:30 am
3rd Level - City Terrace 07
Facilitator:
Dirk Jfenhaler, Deakin University
Presenters:
Elizabeth Boling, Indiana University
Andrew Gibbons, Brigham Young University
Charles Hodes, Georgia Southern University
Tobin Johnson, University of Florida
Michael Simonson, Nova Southeastern University
Jonathan M Spector, Department of Learning Technologies
Funding and publishing research are key to universities, departments, and personal careers. This session will include a two-part discussion anchored by a panel of highly experienced scholars in our field. 8:30-9:00: Coffee and informal conversation 09:00 - 11:30: 1) Funding your research The first part of the session will explore how research can be successfully funded. Topics such as internal and external funding as well as success in proposal writing will be covered. 2) Publishing your research The second part of the session will highlight leading journals in the field. Journal Editors and Associates will be available to provide insights from the Editorial Board including manuscript requirements, review process, publication types, and tips for preparing manuscripts.

014. NSF Early Career Symposium II
8:00 am to 12:00 pm
3rd Level - Orlando
Facilitator:
Ana-Paula Correia, Iowa State University
AECT Research and Theory Division and the National Science Foundation are the sponsors of the 2014 Early Career Symposium. This is an opportunity for early career faculty and doctoral students to become part of an exciting cyberlearning community that is committed to design the next generation of learning technologies and increasing understanding of how people learn in technology-rich learning environments.

015. SMT - Board Meeting
8:00 am to 9:00 am
4th Level - Suite 4108

016. TED - Board Meeting
8:00 am to 9:00 am
4th Level - Suite 4106

017. 11-T2: Study Tour: The Bryan-Gooding Planetarium and Alexander Brest Space Theater at the Museum of Science and Technology (preregistration required)
9:00 am to 12:00 pm
2nd Level - Grand Mtg-Offsite 2
The Bryan-Gooding Planetarium brings the universe to you. It is the largest single-lens planetarium in the world. What makes the Bryan-Gooding Planetarium so unique? It’s large dome – 60-foot in diameter – and its new technology, the Konica Minolta Super MediaGlobe II. The Konica Minolta Super MediaGlobe II technology lets audiences experience superior resolution – four times sharper than the most advanced high definition television (HDTV) – in a 360-degree theater.

018. 11-W1 Workshop (preregistration required)
9:00 am to 12:00 pm
3rd Level - City Terrace 06
Empowering Your ID Team through a Project Management Framework: Micro-Collaboration
Penny Raston-Berg, Penn State World Campus; Laureen Cifuentes, Texas A&M University–Corpus Christi; Sung Woon Park, Texas A&M University–Corpus Christi
Partnerships between instructional designers and content experts can be fraught with communication breakdowns and confusion about roles. This workshop provides tried-and-true guidance on how to make partnerships successful for effective online course development. Through discussion, games, and real-world examples from educational, corporate, and non-profit settings, you will learn techniques for promoting a more productive and higher-quality design process through micro-collaboration. This includes pro-collaboration policies that can be established at the program level.

019. 11-W2 Workshop (preregistration required)
9:00 am to 12:00 pm
3rd Level - City Terrace 08
In Depth Education: Diving Into Stereoscopic 3D Teaching and Learning Nancy Blair Black, Teachers College, Columbia University
Discover how educators can increase engagement, abstract concept comprehension, better classroom behavior, attention spans, motivation and learning gains through stereoscopic 3D technologies. In this
engaging, interactive workshop, you will learn about the technical aspects of stereoscopic 3D technologies and explore proven resources, best practices, and application ideas. Whether for interactive content or even student-created media, innovative stereoscopic 3D technologies deliver larger-than-life learning for educators and students of all groups, across all curriculum areas!

020. 11-W3 Workshop (preregistration required) 9:00 am to 12:00 pm 3rd Level - City Terrace II

Innovative Case-Based E-Learning Design for Enhancing Real-World Problem Solving: Three Principles and Seven Strategies Aiseon Choi, The University of Georgia

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

021. 11-W4 Workshop (preregistration required) 9:00 am to 12:00 pm 3rd Level - City Terrace 10

Say What? Designing, Facilitating, and Assessing for Intersubjectivity within Online Discussions Barbara Miller Hall, Ashford University; Janine Lim, Andrews University

A threaded discussion with vibrant participation is an exciting opportunity. Yet, such lively discussions occur less often than they should. This pre-conference workshop will engage designers, faculty, and administrators in understanding intersubjectivity within asynchronous, online discussions and how to design, facilitate, and assess for intersubjectivity within these discussions. Tactile exercises included! Participants should bring their laptop or tablet computers as well as examples of discussion prompts and/or discussion grading rubrics (not required).

022. 11-W5 Workshop 9:00 am to 12:00 pm 3rd Level - City Terrace 11

Your Textbook is Boring: Create a Multiplatform Interactive Digital Book with Inking Habitat Gregory Francon, Northern State University; Jean-Pierre Niyikora, Northern State University

This workshop will involve participants in creating an interactive digital book using Inking Habitat, a free multi-platform online digital publishing tool. Workshop participants will create their own practice textbooks using Inking Habitat with guidance from the presenters. Participants should bring a laptop computer (Windows, Mac or Linux) with the Google Chrome web browser installed and sample digital media files including video and pictures. HTML and CSS skills are helpful but not required.

023. CLT - Board Meeting 9:15 am to 10:15 am 4th Level - Suite 4104

024. DSC - Board Meeting 9:15 am to 10:15 am 4th Level - Suite 4104

025. INTL - Board Meeting 9:15 am to 10:15 am 4th Level - Suite 4108

026. 11-T1: Study Tour: The Cummer Museum of Arts & Gardens (preregistration required) 10:00 am to 12:30 pm 2nd Level - Grand Mgr-Offsite 1

A private Docent-led tour of this outstanding art museum featuring traveling exhibits and European gardens. The museum and its award-winning education center, Art Connections, occupy adjacent buildings overlooking the three acres of The Cummer Gardens. The entire museum campus is situated on the banks of the St. Johns River. We’ll be sure to leave time to have lunch on own or browse their exquisite gift shop before boarding your transportation back to the hotel.

027. DDL - Board Meeting 10:30 am to 11:30 am 4th Level - Suite 4104

028. ICEM - Board/Membership Meeting 10:30 am to 11:30 am 4th Level - Suite 4108

029. MPD - Board Meeting 10:30 am to 11:30 am 4th Level - Suite 4106

030. D&D - Board of Directors Meeting 10:45 am to 12:00 pm 3rd Level - Boardroom 3

031. GSA - Executive Board Meeting 11:45 am to 12:45 pm 4th Level - Suite 4104

Facilitator: Tonia A. Dousay, University of Wyoming

Presenter: Firoz Sarsar, Georgia State University

Current executive board members of GSA will conduct an onsite meeting to review completed projects and unit goals in advance of the general membership meeting later in the convention.

032. RTD - Board Meeting 11:45 am to 12:45 pm 4th Level - Suite 4106

033. TAP - Board Meeting 11:45 am to 12:45 pm 4th Level - Suite 4106

Chair: Jennifer Bauman, Quicken Loans

034. D&D - PacifiCorp Design Competition Reception 12:15 pm to 1:15 pm 2nd Level - Grand Mgr-Offsite 2

035. A Longitudinal Look at the Theory Base Used in AECT Conference Proceedings 1:00 pm to 2:00 pm 2nd Level - Grand 6

A Longitudinal Look at the Theory Base Used in AECT Conference Proceedings Pegi Flynt, Southern Adventist University

In this study, 35 years of AECT conference proceedings were examined in order to track theoretical shifts in the field of educational technology. The hype cycle was then used to map the degree of visibility and maturity of the leading theories and how these have changed over time.

036. CLT - Youth, Culture and Technology 1:00 pm to 2:00 pm 3rd Level - City Terrace 06

Facilitator: Brett H. Cook-Shelly, Old Dominion University

Adolescents’ Internet Use and Usage in a Family Context: Implications for Family Learning Wilfred W.F. Lau, The University of Hong Kong; Allan Hoikam Yuen, The University of Hong Kong

This study investigates how the internet can potentially impact the quality of family relationships using a family boundaries approach. We select 825 Grade 8 students from 36 secondary schools in Hong Kong using stratified random sampling method based on a broad categorisation of academic ability. While this study provides evidence as to how adolescents’ internet use and usage affects family relationships, it advances our understanding of how technology can be used to support family learning.

[NR] The impact of using smart phone applications on academic achievement in English language among deaf students at secondary school level Ahmad Almassaad, Faculty Member, King Saud University

The study aimed to determine the impact of using smart phone applications on memorizing, understanding and application levels; and the total score for the post-test of English for deaf students of secondary level. The study found a statistically significant differences between the averages degrees of experimental and control groups in memorizing, understanding, application and the total score in the post-test in the English language at 0.01 level in favor of the experimental group.

037. D&D - Designing for Professional Development and Training 1:00 pm to 2:00 pm 2nd Level - Grand 2

Facilitator: jianguo yuan, the university of georgia

Using Implementation Failure to Design Animated Classroom Stories for Professional Development in Elementary Mathematics T J Kopcha, University of Georgia; Keri Valentine, University of Georgia

This session details the use of implementation failure
to inform the design of professional development cases in elementary mathematics. The researchers worked closely with local teachers to develop and implement paper-based prototypes of teaching cases that focus on the implementation of cognitively demanding fraction tasks. Failure in implementation was evidenced in teacher, designer, and student data. Failures were integrated into final case design and evaluated by both pre-service and in-service teachers.

038. D&D - The Role Contextualized Learning when Designing for Problem-solving

The Role Contextualized Learning when Designing for Problem-solving (Andrew Tawfik, Concordia University)

We argue that development and implementation of Open Educational Resources (OER) provide a way for universities to award credentials for soft skills. However, candidates who possess these skills may find it difficult to market these skills to job candidates with soft skills. However, candidates with soft skills may find it difficult to communicate these skills to employers in a credible way, even with a degree. Open Badges may provide a way for universities to award credentials for soft skills.

Meaned for Each Other? Open Educational Resources & Badges

Open Badges to Recognize Soft Skills (Casey Wright, Brigham Young University; Rob Nyland, Brigham Young University; Daniel L. Randall, Brigham Young University; Rick West, Brigham Young University)

In this presentation, we will describe our design and implementation of Open Badges. We will conduct a needs analysis of (open) badge system for soft skills. Many employers desire job candidates with soft skills. However, candidates who possess these skills may find it difficult to communicate these skills to employers in a credible way, even with a degree. Open Badges may provide a way for universities to award credentials for soft skills.

039. D&D - Virtual and Intelligent Tutoring Systems

How Much Assistance Should Be Provided When Teaching Proportional Reasoning? (Yonne Earnshaw, Florida State University)

A Virtual Tutoring System (VTS) has been developed to enhance college students’ reading engagement and performance. Previously, three studies have been conducted using the VTS. In the current study, changes in the VTS design were made to improve the learning-by-teaching effects. This paper reports a pilot study that explored whether the revisions made in the VTS augmented the tutoring effects. The findings of the study supported the positive impact of the VTS.

040. D&D - Relationship between LMS and Engagement of Learners

Relationship between Learning Management System Self-Efficacy, Situational Interest, Self-Regulation, and Learning Engagement of Online Learners (SANGHOON PARK, University of South Florida; Jung Lim, University of South Florida)

With the fast growing number of online programs in higher education, it is critical to explore what motivational factors are related to students’ engagement in online learning. The purpose of this study was to investigate the relationships among online learners’ learning management system self-efficacy (LMSSE), situational interest, self-regulation, and perceived task difficulty for each of three engagements, behavioral engagement, emotional engagement, and cognitive engagement.

Engaging the Online Language Learner: Theory and Practice (Julia Zumbit, University of Memphis; Sally Eilot, All Saints Academy; Caroline Kelly, Mitchell Community College; Troy Martindale, University of Memphis)

Our presentation will provide a forum for current and prospective online language instructors, with an emphasis on creating and sustaining motivation and engagement. After reviewing relevant theory and practices, we will share varied and extensive experiences of teaching language and course development. One presenter will do this virtually - modeling the online environment! It is of interest to online language instructors in both the higher education and k-12 sectors.

041. DDL - Online Language Learner: Theory, Practice and Engagement

A Systems Approach to Maximizing Voluntary Student Participation in Teaching Evaluations Delivered Online (Brian Beauty, San Francisco State University)

Many educators acknowledge and support the right of students to evaluate the effectiveness of their instructors, and most institutions prescribe and mandate a process for this to occur. In recent years, many educational institutions have switched from paper-based evaluations to online evaluations, but this process often leads to poor student participation and unhappy faculty. This paper reports on the systems approach used at a large, public, comprehensive university to successfully implement student evaluations of teaching effectiveness in an online mode, with superior response rates.

Developing a mechanism for systemic change in higher education teaching and learning (Dana Ruggiero, Bath Spa University; Jeff Boehm, Bath Spa University; Susanne Romanos-Roca, Bath Spa University; Ned Glen, Bath Spa University; John Sumpter, Bath Spa University)

Creating online and blended modules requires a skill set not commonly employed by academics in the United Kingdom. In order to up skill staff and create a sustainable online learning program we developed a systematic mechanism incorporating workshops, blended learning and scaffolding.

042. DDL - Relationship between LMS and Engagement of Learners

Relationship between Learning Management System Self-Efficacy, Situational Interest, Self-Regulation, and Learning Engagement of Online Learners (SANGHOON PARK, University of South Florida; Jung Lim, University of South Florida)

With the fast growing number of online programs in higher education, it is critical to explore what motivational factors are related to students’ engagement in online learning. The purpose of this study was to investigate the relationships among online learners’ learning management system self-efficacy (LMSSE), situational interest, self-regulation, and perceived task difficulty for each of three engagements, behavioral engagement, emotional engagement, and cognitive engagement.

043. DSC - Systemic Change in Online Higher Education Programs

A Systems Approach to Maximizing Voluntary Student Participation in Teaching Evaluations Delivered Online (Brian Beauty, San Francisco State University)

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044. GSA - Conversation with the AECT President-Elect

Better?

Come join us for an opportunity to meet and sit down with our new AECT President-Elect, Kay Persichitte. This is an opportunity to hear about her new flavor and provide feedback to the President-Elect and let the graduate students voice their opinions on the conference and for AECT in general.

045. IECM - Learning Analytics: Big Data, the Bigger the Better?

Learning Analytics: Big Data, the Bigger the Better?

Chih-Hsiung Tu, Northern Arizona University

Zhi-Long Huang, Boise State University

Hammou Abdou, Old Dominion University

Learning Analytics: Big Data, the Bigger the Better? (Chih-Hsiung Tu, Northern Arizona University; Marina S. McIsaac, Arizona State University; Rick Glazewski, University of Maryland)

After reviewing relevant theory and practices, we will share varied and extensive experiences of teaching language and course development. One presenter will do this virtually - modeling the online environment! It is of interest to online language instructors in both the higher education and k-12 sectors.

Engaging the Online Language Learner: Theory and Practice (Julia Zumbit, University of Memphis; Sally Eilot, All Saints Academy; Caroline Kelly, Mitchell Community College; Troy Martindale, University of Memphis)

Our presentation will provide a forum for current and prospective online language instructors, with an emphasis on creating and sustaining motivation and engagement. After reviewing relevant theory and practices, we will share varied and extensive experiences of teaching language and course development. One presenter will do this virtually - modeling the online environment! It is of interest to online language instructors in both the higher education and k-12 sectors.

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046. INTL - Which Should Come First - Technology Tools or Infrastructures?  
1:00 pm to 2:00 pm  
2nd Level - Grand 4  
Facilitator:  
Ayshia Sadaf, Ball State University  
Effective study of METU Open Courseware System Omer Faruk ISLIM, Middle East Technical University; Kursat CAGILTAY, Middle East Technical University  
This study aims to investigate effectiveness of Middle East Technical University Open CourseWare system. For this purpose Chemistry Lab. applications was chosen: experiment videos and virtual lab experiments. Chemistry course was chosen because of being a must course for all first year students. A questionnaire was applied over a thousand students within this context. This paper represents the results of the study.  
Tablet PCs in Turkish Educational System kizilboga, Indiana University; Olgun Sadik, Indiana University  
With the advent of Tablet PCs and their potential impact on high schools in Turkey, it is important to investigate how this innovation is being adopted. The purpose of this study is to reveal teachers' opinion on the use of Tablet PCs into high school settings. With this regard, this study will explore the current state of the Tablet PCs from teachers' perspective.

047. PS - Designing Games for Learning  
1:00 pm to 2:00 pm  
2nd Level - Grand 4  
Facilitator:  
Andrew Gubbons, Brigham Young University  
Designing Games for Learning Rodney D. Myers, Independent Scholar; Charles Morgan Reigeluth, Indiana University  
This presentation is based on a report by the authors that was commissioned by the U.S. Air Force Research Laboratory to provide up-to-date information and guidance on the design of serious games to support learning. It provides a vision of serious games, followed by elaborations on the elements of the game space and the instructional space, and concludes with recommendations for R&D.

048. RTD - Big Data Analytics and the Effects of Signaling and Elaboration on Achievement  
1:00 pm to 2:00 pm  
2nd Level - Grand 7  
Facilitator:  
Wendy Gentry, Virginia Tech  
Clustering instructional design models based on student learning behaviors in blended learning: Big data analytics in higher education Ji-Hyun Yu, Purdue University; Yeonjeong Park, Ewha Womans University; Il-Hyun Jo, Ewha Womans University  
Although the adoption of blended learning becomes the single-greatest trend in higher education today, very few cases have strategically adopted and evaluated the effectiveness of blended learning at institution-level. The clustering methods were employed to extract common instructional features among 3,112 blended learning courses in a large higher educational institution, by using real-time behavior data produced from learning management system. Finally, we discuss the implications for strategic institutional initiative for blended learning based on the data-driven decisions.

The Effects of Signaling and Elaboration on Achievement in Developmental Math Kimberly Minler, Old Dominion University  
In an experimental research study with college students, benefits were shown for using signaling and elaboration strategies together in developmental mathematics. Recent research on memory organization suggests the potential for improving mathematics instruction by emphasizing signals and elaborations in learning procedures. This paper examines the effect of signaling and elaboration on the ability of novice learners of mathematical procedures to store and retrieve accurate cognitive constructs.

049. RTD - Mobile Learning and Instructional Design Practice  
1:00 pm to 2:00 pm  
2nd Level - Grand 8  
Facilitator:  
Yu-Chao Kuo, Jackson State University  
Are Students Ready for Mobile Learning? A Comparative Survey of American, Chinese, and Turkish Students Vanessa Dennen, Florida State University; Shuang Hao, Florida State University; Yulin Kilee Turel, First University  
This study examines American, Chinese and Turkish university students’ readiness for mobile learning. Survey findings indicate similarities in terms of mobile adoption and daily mobile learning activities. Students across cultures remain uncertain about how mobile learning might be integrated into a formal learning experience. Different cultural and environmental factors may need to be considered for m-learning integration within each group. This presentation should interest mobile/distance learning researchers and higher education faculty.

Design in the “Real World”: Situating Academic Conceptions of ID Practice Colin M. Gray, Iowa State University; Elizabeth Boling, Indiana University  
Understanding authentic ID practice on its own terms instead of through academically reified notions of practice may be required if our conceptual tools (theories, models and guidelines) are to be used in practice (Rowland, 1992; Stoltmann et al. 2008). To do this, we discuss definitions of design theory in IDT and contrast them to the larger design community, suggesting future research on ID practice framed by a heightened notion of design theory and method.

050. SICET - Adoption of Mobile Devices and Personal Learning Environment  
1:00 pm to 2:00 pm  
3rd Level - Boardroom 1  
Facilitator:  
Teaching and Learning in a Mobile Classroom: An Exploratory Study of Nooks in the Honoros Program Classes Bo-Jung, Northern Virginia Community College  
Mobile computing has become a major area of interest in Higher Education. It is challenging to ensure that mobile technologies are effectively and efficiently integrated into the educational environment because faculty members, who lack technology skills, teaching strategies and enthusiasm, might not be ready to embrace such transformative technologies. This paper focuses on the collaborative experience between an instructional designer and two faculty members and the institution’s support on the mobile learning initiative.

An Experiment with Group SMS in Higher Education Meng-Fen Grace Lin, University of Hawaii  
This research examined issues of using group SMS (short message service) as part of a formal graduate class. Data were gathered through assignments, SMS messages, and focus groups from 15 graduate students enrolled in a seminar class during Fall 2013. Results indicated that SMS might be ideal for reminder purposes but was not appropriate for in-depth discussions. Issues surfaced around interactions such as following conversations, responding to specific comments, and personal boundaries.

Personal learning environment: a sustainable learning system Congwu Tao; YU YAN, Penn State University; Yanzhu Wu, Virginia Tech; Jianqiang Zhang, Guoqiang Cui, Yantai University  
This paper first proposes a compound definition about Personal learning environment (PLE) based on the literature review, then explores it theoretical underpinnings and the reason why it is important for current learning system, after that, it compares three typical current PLE systems and proposes a new PLE prototype for sustainable learning.
The Role of Metacognition and Motivation in Enhancing Learning Outcomes in Middle School English Class Utilizing Digital Textbook

Womans University; Womans University

Sarsar and metacognition on learning outcomes (learning learner characteristics especially related to affective domain such as previous knowledge. Therefore, Digital textbook can provide multimedia learning functions and contents within digital Textbook, many researchers agree that it could enhance of learning contents and various usefulness in education in the aspects of material collection, content delivery media, learning method, accessibility, reusability, expandability, etc. With the variety of learning functions and contents within digital Textbook, many researchers agree that it could enhance students’ convenience and the effectiveness of learning. previous research has focused on cognitive domain such as previous knowledge. Therefore, learner characteristics especially related to affective domain are needed to be explored. The purpose of this research is to investigate the effects of motivation and metacognition on learning outcomes (learning achievement and satisfaction) in English class when utilizing digital textbook.

Evaluating Cybersecurity Training: Exploring Participants’ Knowledge, Confidence, Satisfaction
Fethi A. Inan, Texas Tech University; Akbar Namin, Texas Tech University

This paper presents findings from an initial evaluation of training in cybersecurity for faculty scholars from community colleges. Diverse data collection instruments and strategies (project logs and documents, questionnaires, interviews, knowledge tests) were used to collect both quantitative and qualitative data. The findings reveal that cybersecurity training program with its activities successfully improved participating faculty’s interest, knowledge, and confidence.

Faculty Training on e-Learning: An International Performance Improvement Case Study Enunci Layegu, Nova Southeastern University

With $332.9m in revenue in 2013 (Piccoli, 2014), Africa’s e-learning market is experiencing tremendous growth. This case study details a training intervention for faculty and staff on e-Learning at an African university with 31,723 students in 297 programs. The presenter will share tools, techniques, systematic methods, best practices, and challenges encountered. Instructional designers, trainers, and educators from all contexts will engage in an open dialogue through questions about experiences in the global e-learning environment.

Guiding Quality Online Design through a Performance Support Tool Camille Dickson-Deane, Montgomery County Community College

Creating a performance support tool for online course development requires awareness of where the user may fall as well as the ability to continuously evaluate the steps that are proven to enhance the users performance. This pilot project addresses the quality of online courses through the use of a performance support tool whilst ensuring that faculty’s intellectual property and practices are secured.

052. T&P - Faculty Development
1:00 pm to 2:00 pm
3rd Level - City Terrace 05
Facilitator: Shahrwan Williams van Rooij, George Mason University

The Impacts of TPACK Workshop in Professional Experiences and Attitudes of In-Service Math Teachers Mustafa Sat, Middle East Technical University; Murat Kol, Middle East Technical University; Halil Kayadanum, Middle East Technical University; Evrim Baran, Middle East Technical University

The purpose of this study is to investigate the correlations between TPACK Workshop on teachers’ professional development, the professional experiences of teachers toward use of technology, and attitudes of teachers toward TPACK and technology integration in math education. Eight in-service mathematics teachers participated to workshop formed in three phases: introduction to TPACK, TPACK lesson plan demo, TPACK game, discussion. Result showed that Workshop contributes to the many aspects of teachers’ in professional development.

054. TED - Participatory Practices with Teachers
1:00 pm to 2:00 pm
3rd Level - City Terrace 11
Facilitator: Paige Hale, Morehead State University

Building Teachers’ Design Capacity: Curriculum, Adaptations, Implementation Heather Leary, University of Colorado Boulder; Raymond Johnson, University of Colorado Boulder; Sam Severance, University of Colorado Boulder; Holly Dersau, University Corporation for Atmospheric Research; William R. Penuel, University of Colorado Boulder; Tamara Sammer, University of Colorado Boulder; Ovo Dibe, University of Colorado Boulder

As standards and curriculum change, teachers need support in understanding and implementing them in the classroom. Through an iterative design-based implementation process, this project supported teachers’ capacity to understand new standards, make curricular adaptations, and effectively implement them in the classroom. Through their professional learning teachers increased their knowledge and improved their classroom practices. This session will explain this process and provide attendees the experience of doing the rubrics.

Learning Technology Integration with the Community: Lessons Learned from a Service-Learning Project Xiaokai Jia, Indiana University; Jiyoon Jung, Indiana University Bloomington; Anne Ottenbreit-Lepech, Indiana University; Yin-Chan (Janey) Liao, Indiana University; Hu-Hel Luan, Indiana University

This pilot service-learning project connected preservice teachers with K-12 teachers in technology integration problem-solving cases. Participants indicated the project allowed them to apply their knowledge and skills, recognize real-world connections, and as a result, promoted positive attitudes and beliefs towards future technology. The project also reported challenges of identifying project opportunities, communication issues with classroom teachers, and conflicts between classroom teacher expectations and curriculum requirements.

055. TED - University Faculty Using Technology
1:00 pm to 2:00 pm
3rd Level - City Terrace 09
Facilitator: Christine Sorensen, University of Hawaii at Manoa

University of Colorado Boulder; Sam Severance, University of Colorado Boulder; Holly Dersau, University Corporation for Atmospheric Research; William R. Penuel, University of Colorado Boulder; Tamara Sammer, University of Colorado Boulder; Ovo Dibe, University of Colorado Boulder

Teachers and Technology: Leveraging University Faculty and Student Expertise to Meet Demands for High Quality Technology Professional Development Fair Josey, University of Memphis, Instructional Design and Technology; Carmen Weaver, University of Memphis, Jeremy Dickens, Joseph Winsted, Coastal Carolina University

In this session, two universities from the southeast and east coast will share their experiences leveraging university faculty and student expertise to meet the
need for technology professional development for PK-12 teachers.

Paying it Forward: Professional Development Strategies for Empowering Education Faculty to Prepare Mobile-Ready Teachers

Mark Jones, East Central University; Jack Green, East Central University

Teams selected for the third and final phase of the competition will be allowed 10 minutes to present your idea/proposal and provide some advice for you to improve the idea/proposal and return to us. You will be allowed 10 minutes to present your idea/ proposal and return to the panel. If you have any questions, you can email the panel.

056. ectFoundation Board of Directors Meeting
1:00 pm to 4:00 pm
3rd Level - Boardroom 3
Chair: Ward Cates, Lehigh University

057. D&D - PacificCorp Competition Orientation
1:30 pm to 2:00 pm
3rd Level - City Terrace 06
Facilitator: Jesse McLain, Capella University

Geriatric Learner Ability and Educator Opportunities for Maximizing Positive Learning Experiences

JoAnne Dalton Scott, University of Tampa

Andragogy proposes that adults differ from juvenile learners in numerous ways including social experiences and physiological brain development. It is a commonly held belief of human development that individuals become more self-motivated as they become lifelong learners. This presentation illustrates the natural relationship between andragogy and instructional design motivation theory. The researchers will also provide examples of the combined impact of andragogy and instructional motivation theory on adult learning outcomes.

058. D&D - PacificCorp Competition
2:00 pm to 4:00 pm
3rd Level - City Terrace 04
PacificCorp is the members of Design and the Development Division of AECT coordinate the PacificCorp Design and Development Competition for promising instructional design research by graduate students mentored by experts in the field. PacificCorp is specifically interested in promoting collaboration and mentoring within the professional community. The goals for this award are to: - Improve the professional practice of design and development in adult learning and performance-improvement settings; - Promote collaboration among students, faculty, and practitioners; - Mentor promising students by leaders outside their home institutions; and - Recognize innovative design-and-development approaches to adult learning and performance-improvement problems. The three teams selected for the third and final phase of the competition and their mentors are: - Team, University: Mentor; Mentor - University - Team, University: Mentor - University - Team, University: Mentor - University Competition Judges: TBD

059. CLT - Andragogy, Learning, and Technology
2:15 pm to 3:15 pm
3rd Level - City Terrace 06
Facilitator: Jesse McLain, Capella University

Geriatric Learner Ability and Educator Opportunities for Maximizing Positive Learning Experiences

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060. CLT - Testing Your Research Idea
2:15 pm to 3:15 pm
3rd Level - City Terrace 07
Facilitator: Angela Benson, The University of Alabama

Chairs: Angela Benson, The University of Alabama
Roberto Joseph, Hofstra University

Do you have a dissertation proposal or research idea that needs to be tested? Would you like to have others listen to your idea/proposal and provide some advice for you to improve the study? This panel will provide you with that opportunity. You will be allowed 10 minutes to present your idea/proposal and return to the panel. If you have any questions, you can email the panel. You will need to 1. Sign up to one of the panels 2. Have a 10 minute presentation 3. Provide a brief description of your study 4. Provide key words that will relate to you study/experienced researchers provide feedback and suggestions to those who would like help with research proposals. Participants volunteer to make a brief presentation of their proposed research and get suggestions on way to fine tune their research efforts.

061. D&D - Designing Faculty Development Programs
2:15 pm to 3:15 pm
2nd Level - Grand 2
Facilitator: WooRi Kim, Purdue University

Building a Community of Practice: A “Flipped”, Cohort Model for Faculty Development Eva Olysha Magruder, University of Florida; Jason Frank How do you establish a long-term faculty development program at a college or university? The Certificate for Classroom Teaching & Learning is a cohort-based faculty development program designed to support faculty in the development of skills to build a blended, or “flipped”, classroom. The presenters will describe the online and face-to-face components and activities employed to foster the development of a community of practice and a “flipped” classroom from conception to delivery of the program.

Effectively Designing Learning through Technology – with Educators as the Learners! Amanda Kathryn Nichols Hess, Oakland University

This presentation details how a yearlong learning community structured around systems theory and instructional design principles helped a group of academic librarians at a Carnegie-level doctoral research institution increase their pedagogical and technological knowledge and more effectively design online learning content. Attendees will learn how this design made instructional technology more manageable, meaningful, and maintainable for librarians. Plan to leave this session with concrete ideas for designing such a program in your instructional setting!

062. D&D - Designing for STEM
2:15 pm to 3:15 pm
2nd Level - Grand 3
Facilitator: Yvonne Earnshaw, Florida State University

Instructional Design for STEM-based Learning: A New Approach to Building Competency in Science, Technology, Engineering, & Math Robert F Kenny, Florida Gulf Coast University; Glenda A. Gunter, University of Central Florida; Janusz Zalesky, Florida Gulf Coast University

‘engineer-think’ approach differs from other programs in that it does not simply focus on integrating problem-based learning methodologies into individual STEM disciplines.

[NS] No Myth, No Mess, Simplify Online Mathematics Courses. Juan Xia, Penn State World Campus

This presentation will showcase a variety of technologies and instructional design strategies applied to two online undergraduate mathematics courses at the Penn State World Campus. The presenter will share the feedback collected from faculty and students, along with a data analysis for a brief overview of the value and weak points of the technologies and strategies.

063. D&D - Games to Promote Achievement in K-12
2:15 pm to 3:15 pm
2nd Level - Grand 6
Facilitator: Andre R. Denham, University of Alabama

Presenters

PersuadeMe: An Online, Social, Role-Playing Tool for Learning How to Write Persuasive Arguments Lloyd Rieber, University of Georgia; Lawrence McCalla, The University of Georgia; Donna Alvermann, The University of Georgia; Michael Hannah, University of Georgia; Eunbae Lee, The University of Georgia; Joseph Johnson, The University of Georgia

This presentation will describe the design and development of PersuadeMe, an online tool that scaffolds persuasive writing and critical thinking among elementary and middle school students. Students write or critique arguments on topics they find important. PersuadeMe serves urban, suburban, and rural schools and aligns with Common Core State Writing Standards. PersuadeMe uses the metaphor of the stock market where ideas, instead of stocks, are bought and sold.

Investigating the Relationship among Interpersonal Intelligence, Engagement, Peer Closeness and Academic Achievement in Cooperative Learning Myunghoe Kang, Ewha womans university; Sooyoung Lee, Ewha Womans University; Eun Jin Ryoo, Ewha Womans University; Jaehyeon Tsan, Ewha Womans University; BaoYing Tereua Liew, Ewha Womans University

This proposed study aims to investigate the relationship among interpersonal intelligence, engagement, peer closeness and academic achievement in cooperative learning using Digital Kinect Game. 105 fifth-grade students from four regular classrooms were assigned to one of the three conditions: control, active feedback, and passive feedback. Students were given the opportunity to work on the game for five weeks. The results showed that students in the active feedback condition showed the highest level of engagement, peer closeness, and academic achievement among the three conditions.

To conclude, the importance of technology professional development for PK-12 teachers cannot be overstated. It is crucial for educators to stay updated with the latest teaching methodologies and technologies to enhance their teaching practices and improve student outcomes.
students from South Korea will participate in this study for 4 weeks (10 times) starting from March to April in 2014. This study will benefit both educators and researchers by providing insights into how to adapt cooperative learning with Digital Kinect Game in elementary schools and factors influencing the outcome of cooperative Kinetic games.

064. D&D - Open Course Frameworks: Blueprints for Designing and Teaching with OER
2:15 pm to 3:15 pm
2nd Level - Grand 1
Facilitator: Eunice Luyega, Nova Southeastern University
Presenter
Open Course Frameworks: Blueprints for Designing and Teaching with OER Ronda Dorsey, Lumen Learning/Indiana University - Bloomington/Chadron State College; David Wiley, Brigham Young University Born from the success of the Kaleidoscope Project, an Open Course Framework (OCF) is a design approach aimed to increase adoption of OER, eliminate the cost of course materials, and improve student success. This interactive session walks participants through the OCF design process and shares access to over 50 innovative general education OCFs designed for anyone to reuse, revise, remix, and redistribute as they choose. Session participants are encouraged to bring a mobile device.

065. D&D - Research in Virtual Reality and Game-based Environments
2:15 pm to 3:15 pm
3rd Level - Clearwater
Attendee: Zahira Merchant, Texas A&M University
Presenters
Motivational Support from Digital Game-based Learning Environments Designed by Novice End Users: A Qualitative Study Wen-hao David Huang, University of Illinois at Urbana-Champaign; Eunjung Grace Oh, University of Illinois at Urbana-Champaign This session will present a qualitative research study that adopted an end-user-development lens to understand how novice end users interpret game characteristics in digital game-based learning environments (DGBLE) and integrate such interpretations into their own design. The data analysis, grounded in the ARCS motivational design model, revealed the distribution of motivational support among study participants’ DGBLE design ideas. Discussion will focus on the impact of user-led design processes on the integration of DGBLE.

Kinetic-based Training and Learning in a Virtual-Reality Setting – Enhanced Sense of Presence? Xiaohua Xu, Florida State University; Sangwoong Lee, Florida State University; Fengke Fei, Florida State University This study examined the sense of presence in a virtual-reality-based training and learning scenario with the help of the body-sensory device, Kinect. There were evidences that body gestures and movements in virtual reality settings would bring enhanced sense of presence, so that to facilitate training and learning. We hoped to add more empirical evidence to the research pool by designing a 3D-virtual-classroom in which the users interacted lively using their body gestures with the scenarios.

066. DDL - Dissertations in an Online Education Program
2:15 pm to 3:15 pm
3rd Level - River Terrace 3
Facilitator: Anthony Pina, Sullivan University System
Presenters
Dissertations in an Online Doctoral Program: Mentoring, Challenges, and Strategies Swapna Kumar, University of Florida; Catherine Coe, University of Florida This research identified best practices used by faculty and students during the dissertation process in an online doctoral program. Semi-structured interviews with program graduates and faculty provided insight into challenges faced when conducting research or mentoring students online, the usefulness of various technologies for online mentoring, faculty mentoring strategies and strategies used by online students to succeed.

An Analysis of Professional Practice Dissertations in an Online Educational Technology Program Karu Dawson, University of Florida; Swapna Kumar, University of Florida We present an analysis of the first 23 dissertations completed in our online professional practice doctoral program and discuss the implications of our analysis for our program and for similar programs.

067. DDL - Models: Fit Toward Success and Collaboration
2:15 pm to 3:15 pm
3rd Level - River Terrace 2
Facilitator: M. Aaron Bond, Virginia Tech
Presenters
Examining cultural perceptions of social presence: A confirmatory factor analysis Bodhi Anderson, Indiana River State College Social presence is a key theoretical construct of distance learning. This study uses the Computer-Mediated Communication Questionnaire, an instrument designed to measure levels of social presence, and expands upon a 2008 paper by Ven and Tu, examining the use of the CMCQ on a multi-cultural group. This current study conducted a confirmatory factor analysis, using Structural Equation Modeling to examine cultural perceptions of social presence in a collectivistic, high-communication context participant population.

A New Design Model of Collaborative Learning Environment in Online Courses Hongjian Dong, associate professor of Beijing Institute of Technology visiting scholar of Syracuse University; Qiong Xu, Beijing Institute of Technology, China; Jing Lei, Syracuse University Based on a humanities and social science research youth project funded by the Ministry of Education of China, this article introduces a new design model of collaborative learning environment in online courses. To integrate collaborative learning into online courses, this paper analyzes the concept of collaborative learning environment, defines the collaborative learning environment and analyzes its elements. Finally, we design the new model of collaborative learning environment in online courses.

068. DSC - Examples of Implementing Systemic Change
2:15 pm to 3:15 pm
2nd Level - Grand 2
Facilitator: Jonathan McKeown, University of Tampa
Presenters
Engaging Disadvantaged and Marginalized Populations in the Systemic Transformation Process: Implications for Systemic Educational Change Processes and District-Level Policies Sonia Watson, Purdue University; William Watson, Purdue University Marginalized and disadvantaged student bodies in public school districts have very different cultures of learning from mainstream learning communities. Policies and practices in schools tend to isolate these student bodies for convenience in administration and instruction, and little consideration is given to whether these experiences of isolation from the larger community are positive or negative. This paper discusses the importance of including the disadvantaged student population in educational systemic change efforts and discusses their role within an educational change process. The paper also provides recommendations for systemic change processes and change efforts that can help disadvantaged and students to become active agents of educational change processes.

Systemic Framework Supports Sustainability: A University-Elementary School Partnership Project to Raise in Academic Achievement for Children Living in Poverty Beth Rajan Sockman, East Stroudsburg University of Pennsylvania; Regina Sayles, East Stroudsburg University When applying for grants, funders often require sustaining plans beyond the project’s funding period. Systemic theory provides a framework for sustainability through analysis of the systems that influence the interventions effectiveness proposed by the grant. This presentation reviews a specific grant, Volunteers in Service to America (VISTA), that uses a systemic theory framework to inform implementation. The VISTA grant funds collaboration between an university and an elementary school focused on raising academic achievement with children living in poverty.

069. Featured Research - Examining Differences between Facilitated and Non-Facilitated Case Discussions: Extent and Quality of Problem Space Coverage
2:15 pm to 3:15 pm
2nd Level - Grand 2
Facilitator: Jonathan McKeown, University of Tampa
Presenters
Examining Differences between Facilitated and Non-Facilitated Case Discussions: Extent and Quality of Problem Space Coverage Rego Sayles, Purdue University Adrie Koehler, Purdue University The facilitator plays a key role in guiding students’ efforts during case discussions. However, little is known regarding learning outcomes of various facilitation levels. In this research, we compare the problem space covered by students in a facilitated vs.
Wednesday, November 5

074. SMT - School Media Centers and Digital Learning
2:15 pm to 3:15 pm
3rd Level - Boardroom 4
Facilitator: Nancy Knapp, University of Georgia
K-12 Web Crawling: A Novel Approach to Understanding Statewide Patterns of Adoption
Royce Kimmons, University of Idaho
This study utilizes web crawling as a novel approach to data collection and analysis on K-12 school websites and summarizes findings of school web system adoption from an entire state (n = 732 schools). Findings include rates of adoption of generic versus education-specific systems and non cost versus purchased systems. Implications for decision makers and researchers include feasibility of web crawling as an informative data collection mechanism and top-down approaches to web-system adoption.

Instructional Partners in Digital Library Learning Spaces
Stephanie Jones; Lucilia Green, Georgia Southern University
As an instructional partner, school librarians collaborate with teachers to provide students with opportunities to develop essential learning skills for the 21st century. One innovative method for making these learning connections is through the employment of online learning. This study uses a phenomenological research design to explore the lived experiences of school librarians as they design, deliver, and evaluate online learning units for use by the students and teachers in their respective schools.

Students’ Use of Digital Storytelling to Enhance Digital Literacy Skills: Implications for Best Practices in Postsecondary Education
David Des Armiee, Jr., University of Wyoming; Tonya A. Douay, University of Wyoming; Craig Shepherd, University of Wyoming
Digital storytelling (DST) activities in the classroom are an increasingly popular way to promote learner autonomy and digital competency. However, if you’re going to implement DST in your classroom, how do you get started? What contexts are appropriate and what resources are necessary to carry out DST projects? This session will provide some best practices and lessons learned from instructors of a preservice teacher course that uses DST in the classroom.

Wednesday, November 5

073. SICET - Enhancing Language Learning with Technology and Instructional Design
2:15 pm to 3:15 pm
3rd Level - Boardroom 1
Facilitator: Shuyan Wang, University of Southern Miss

Presences
Amalie Holland; Cheryl Kow, University of Arkansas; Ana-Paula Correia, Facilitator: University of Southern Miss
This proposal describes a survey research looking at digital presences within their educational circumstances. This study provides a summary of the practical and research bases for the design and effects of Japanese FL students in the countries where the target presences. Findings indicated both affordances and challenges of MOOCs as an emerging learning tool.

Students’ Use of Digital Storytelling to Enhance Digital Literacy Skills: Implications for Best Practices in Postsecondary Education
David Des Armiee, Jr., University of Wyoming; Tonya A. Douay, University of Wyoming; Craig Shepherd, University of Wyoming
Digital storytelling (DST) activities in the classroom are an increasingly popular way to promote learner autonomy and digital competency. However, if you’re going to implement DST in your classroom, how do you get started? What contexts are appropriate and what resources are necessary to carry out DST projects? This session will provide some best practices and lessons learned from instructors of a preservice teacher course that uses DST in the classroom.
076. TED - Influencing Technology Practices
2:15 pm to 3:15 pm
3rd Level - City Terrace 10
Facilitator: Yu-Chun Kuo, Jackson State University

Learning and Technology: Data Driven Decision Making in Education and Implications for Educational Technology
Christine Sorensen, University of Hawaii at Manoa
With increased emphasis on using data in education, fourteen states are engaged in determining the knowledge, skills, and professional behaviors educators need to engage effectively in data-driven decision making. In July 2014 they will present a set of competencies, aligned with the standards, for use in educator preparation and professional development. These competencies and their implications for technological education, both in preparing educators and the technology experts who work with educators, will be presented.

A Technology Rich Professional Development Program and Its Influence on Participant Teachers' Practices
Engin Karahan, Graduate Research Assistant; Senenge Andzunge, Graduate Research Assistant; Devarati Bhattacharya, Graduate Research Assistant; Gillian Roehrig, Associate Professor
This session illuminates findings from a study which inducted secondary school science and social studies teachers through an on-going professional development experience to heighten the teachers' technological pedagogical content knowledge in order to engage students and increase their awareness of water sustainability issues relevant to their communities. Audience participants will hear an overview of the professional development program and the way participant teachers design technology rich learning experiences for their students.

077. TED - Research in Technology and Teacher Education: A World Cafe
2:15 pm to 3:15 pm
3rd Level - City Terrace 09
Facilitator: Drew Polly, UNC-Charlotte

How a Once-rejected Grant Proposal Was Later Funded By The State of Georgia Jackie Hee Young Kim, Armstrong Atlantic State University; Moon Heum Cho, Sungkyunkwan University
The session will chronicle how a grant proposal rejected a year earlier turned into an approved proposal. This session will discuss what the primary author learned through this grant-writing process and what major themes emerged as successful variables to achieve the state grant. In other words, we will examine how the accepted proposal was written differently from the rejected proposal.

TED-Research in Technology and Teacher Education: A World Cafe
Lara M. Luethkehans, Northern Illinois University; Lisa Yamagata-Lynch, University of Tennessee
In an effort to facilitate collaboration and mentorship among AECT members interested in research involving Technology and Teacher Education, a world cafe style session will enable exploration of critical issues. The outcome is to convene mentors and mentees in engaging in research and bringing that research to dissemination over the coming year. A follow-up meeting of mentors and mentees will be scheduled at the annual meeting for continuing planning and discussion.

Chairs: Lara M. Luethkehans, Northern Illinois University; Lisa Yamagata-Lynch, University of Tennessee

078. TED - What the Stats Say
2:15 pm to 3:15 pm
3rd Level - City Terrace 11
Facilitator: Yingxiao Qian, University of Georgia

A Statewide Study of Teacher Technology Use and Preparation - Year 3 - Considering Principals' Perspectives
Jonas Strycker, Graduate Research Assistant; Jesse Styrcker, East Carolina University
Research indicates that there are not enough studies on the practices used by teacher education programs to prepare teachers to teach with technology or of their affects on teachers. This study reports the preliminary findings of year three of this study, particularly on the interview phase, with this presentation focusing on K-12 administrators’ perspectives on teacher technology use and preparation, desirable technology ability in future hires, and perspectives on ePortfolios.

Impact of Technology in NAEP Mathematics Achievement
Byron Havard, University of West Florida; Gia Nguyen Nguyen, University of West Florida
The purpose of this study is to determine the impact of teachers’ use of technology and professional development on students’ mathematics academic achievement. The National Assessment of Educational Progress (NAEP) published results for mathematics assessments for grades 4 and 8 from the years 2005-2013 served as the dataset. The Technological Pedagogical and Content Knowledge (TPACK) was used as a framework to guide our research. Data analyses revealed significant differences across multiple variables and multiple years.
Examining Facebook as a Digital Immersive Language Environment for French Language Learners Shelly Wray, University of Central Florida; Glenda A. Gunter, University of Central Florida

This quasi-experimental study explores the impact of native French language Facebook posts on the motivation and cultural attitudes of university-level beginning French language learners. One group of students received French Facebook posts “pushed” to their personal news feeds while a comparison group received no posts. The level of student activity in the French language posts was also recorded. Although no significant difference between the groups emerged, there are still design implications for language instruction.

Student Research and Opportunities for Community: New Roles with Social Media Joseph Buetter, Indiana University, Andrew Barrett, Indiana University; Cesur Dagli, Indiana University; Rodney D. Myers, Independent Scholar

We present a design case on modifications to a heavily-used tutorial and test on the web: How to Recognize Plagiarism (https://www.indiana.edu/~istd/). Changes were necessitated by reports of cheating, evidenced by a YouTube video with test answer keys. We designed a new test with items randomly selected from a large inventory. We further improved the test and tutorial via logs of user behavior, observed failures, and a communication feedback loop between users and the designers.

081. D&D - Design Cases in Evaluation and Analytics

Determining Design Guidelines for Instructional Infographics Joanna Dunlap, University of Colorado Denver; Patrick Lowenthal, Boise State University

This research study focused on interactions between instructors and Blackboard (a Learning Management System) with specific attention on the discussion board forum. By comparing the existing discussion board forum with a newly designed forum within the same learning management system, the pedagogical features that influence instructional activities was studied. The findings indicate that instructors preferred a forum displaying student profile pictures and single-page, contiguous threaded posts.

The level of network density and knowledge co-construction in online discussion Kuo Yon Lin, Ewha Womans University; Hyeon Kim, Ewha Womans University; Han Park, Ewha Womans University; Hyesan Park, Ewha Womans University; Ye Jin Kim, Ewha Womans University

This online discussion has been considered as effective tool to facilitate interaction among peers. In order to examine the quality of the interaction, network density has been adopted for this study. Specifically, researchers investigate whether there are meaningful differences between teams with different levels of density in achievement as well as in the social constructions of knowledge. This study provides practical implications on how to facilitate quality interaction in terms of density and social constructions of knowledge.

The Effectiveness of the Learning Community System (LCS) Francesca Marshall, Florida State University; Wenting (Kayla) Jiang, Florida State University

This quasi-experimental study examined the effectiveness of an online learning community system (LCS) compared to an LMS-based system (i.e., Blackboard) in a higher education setting. The results from the mixed-method study show that students who used the LCS agreed that tools such as chat, newsfeed, search bar, and message tools were useful. These students also showed positive feelings with regard to the usability of the LCS.

082. D&D - Design Principles

How do Media Developers form Judgments about the Design of Instructional Materials? Kei Tomita, Indiana University Bloomington

The purpose of this study is to observe and describe how media developers of instructional materials form design judgments. Scholars suggest that principles of visual design do not provide enough information for designers to make judgments in authentic settings. A study of how decisions are made would bring new knowledge to the field and suggest how visual designers might be better supported along with existing studies and principles of visual design.

Determining Design Guidelines for Instructional Infographics Joanna Dunlap, University of Colorado Denver; Patrick Lowenthal, Boise State University

Infographics are increasingly popular for efficiently presenting complex content, making them a potentially powerful instructional approach. As instructional design professors, we have a keen interest in being better consumers and designers of instructional infographics. We will share the results of our inquiry into the characteristics of effective infographics, present the resulting instructional infographics design guidelines, and describe the learning activities we now use with our students to help them design effective instructional infographics.

083. D&D - Online Collaborations through Discussions and LMS Tools

Facilitator: Yun Jeong (Eunice) Chang, University of Georgia

Presenters

Pedagogical Features Influencing Instructional Activities in a Discussion Board Form Cathryn Fried, University of Missouri; Junfai Ma, University of Missouri; Wandi Xing, University of Missouri-Columbia

This research study was taken in an iterative cycle and visualizing to view at a glance. This study aims to present the resulting instructional infographics design guidelines, and describe the learning activities we now use with our students to help them design effective instructional infographics.

Vanessa Dennen, Florida State University

In this session, attendees will be presented with results from a research study examining the effectiveness of an online learning community system (LCS) compared to an LMS-based system (i.e., Blackboard) in a higher education setting. The results from this mixed-method study show that students who used the LCS agreed that tools such as chat, newsfeed, search bar, and message tools were useful. These students also showed positive feelings with regard to the usability of the LCS.

084. D&D - Simulations in STEM

Facilitator: Atsushi Hirumi, University of Central Florida

Integrating Computing and Mathematics Education Using Simulation and Modeling Mahnaz Mollamed, UNCW; Melissa Nichole Harbour, UNCW; Danielle Nicoletta Butts, UNCW; Christopher R Gordon, UNCW; Shelby Moger, UNCW

The presentation reports the processes and results of implementing an innovative approach to teaching mathematics. It demonstrates how mathematics teachers integrated computing and mathematics using a simulation and modeling tool. It shows the process of designing, developing, and implementing a computational elective course for low performing middle grade students. Examples of integrative learning activities that helped to enhance conceptual understanding and computational fluency; and how it sparked student interest in STEM will be discussed.

Effects of generative strategies on learning, calibration accuracy, and cognitive load in a physics simulation Jennifer Ritter Morrison, Johns Hopkins University; Linda Bol, Old Dominion University; Steven M. Ross, Johns Hopkins University; Ginger Watson, Old Dominion University

This research study applied generative strategies, specifically paraphrasing and prediction with self-explanation, in a simulation environment to facilitate principle learning. In addition to learning, this study also examined the effects of the strategies on calibration accuracy, a measure of self-regulated learning, and cognitive load. Our findings revealed significantly higher performance and more accurate calibration in the generative strategy groups compared to the control group, as well as differences on dimensions of cognitive load.
085. D&D - Tactics to Promote Academic Success
3:30 pm to 4:30 pm
2nd Level - Grand 2
Facilitator:
Yinning Zhang, University of Georgia

Mapping Learning Management System Features to Self-Regulated Learning Strategies - Charles Hodges, Georgia Southern University; ChauMin Kim
The purpose of this paper is to propose guidelines for designing the common features of Learning Management System (LMS) to elicit college students’ self-regulated learning (SRL) behaviors in online courses. The intentional and explicit connections between LMS features and SRL behaviors will be presented along with specific example designs. Implications for instructional design and online education will be also discussed.

Mobile technology and applications for enhancing achievement in K-12 science classrooms: A literature review - Sylvia Manka Azinwi Suh, Idaho State University; Ying Xie, Northern Illinois University
Recent research in mobile learning started to tap into the potential of mobile technology in supporting learning, teaching, and transforming the educational environment. Empirical studies have targeted learning science using mobile devices that can facilitate learning in the K-12 classroom through applications that have been developed to help teach a variety of science subjects. This literature review attempts to find out the effectiveness of these mobile technology applications in enhancing achievement in K-12 science classrooms.

086. DDL - 2.0 Technologies for Graduate and First-Year Engineers
3:30 pm to 4:30 pm
3rd Level - River Terrace 2
Facilitator:
Mark Pearson, Earlham College

Public collaborative writing via Wiki: a Longitudinal study of a class wikibook project in a graduate course through 3 years - Ke Zhang, Wayne State University; Tim Spannous, Wayne State University; Minakshi Lahiri, Wayne State University
This proposal reports a longitudinal study across three years on a class collaborative wikibook writing project in an online graduate course at an urban public research university in USA. The mixed method research focuses on both individual and collaborative knowledge construction of graduate students through public writing activities.

087. DDL - Communication and Engagement: Influence and Framework
3:30 pm to 4:30 pm
3rd Level - River Terrace 3
Facilitator:
Sarah J. Huibregtse, Capella University

A Pedagogical Framework to Design for Engagement in Online Learning Environments - Angelica Pazarek, University of Minnesota Learning Technologies
This session will present the findings of an interpretive phenomenological research study that explored the learner experience in online environments. An analytical focus was placed on the phenomenon of learner engagement and how it indicate three themes of pedagogical significance that are used to suggest a design framework to foster engaging online learning experiences. Participants are invited to discuss how this framework could be applied in their educational context.

The Influence of Synchronous Communication Technology on Classroom Community - Daman Leis, Emporia State University; Jezenica Colorado, Emporia State University
A study investigated the influence of synchronous communication on the perceived level of classroom community when used as part of the design within an online class. The findings with asynchronous communication and learner commonality revealed a possible explanation that may help designers and instructors create of a more meaningful online learning experience. This presentation will review the findings of this study as well as offer practical tips for designing instruction using synchronous and asynchronous communication.

088. DSC - Transformational Changes in Educational Systems
3:30 pm to 4:30 pm
3rd Level - City Terrace 08
Facilitator:
Ross Perkins, Boise State University

Exploring the Influence of Academic Technology Professionals in Higher Education - Stephanie Glick
Technology has had a presence in higher education for generations, yet many college and universities have IT programs based on technical requirements by IT staff, not on academic goals set by the provost or faculty. The purpose of this study was to measure the perceived influence that AT professionals believe that they have on campus and the level of influence they believe they should have in institutional Academic Technology decision making and strategic planning.

Macro-level formative research on state-level paradigm change in Ohio: A case study - Euilho Jung, Indiana University; Minjung Kim, Indiana University; Scott Trepper, Indiana University; Charles Morgan Reigeluth, Indiana University
Recent societal changes call for paradigm change in education. To move in the right direction, Kim (2008) introduced a state-level paradigm change process called the Transformational Dialogue for Public Education (TDPE), intended to promote long-term dialogues and avenues of collaboration that focus on a state’s public education system. As a formative research study, this study analyzes the TDPE initiative in Ohio with suggestions for improving the change process.

How to Create a Personalized Learning Environment: Five Essential Design Principles - Dabice Lee, Indiana University; Yeol Huh, Indiana University Bloomington; Charles Morgan Reigeluth, Indiana University
Personalized learning (PL) is highlighted as a way to transform K-12 educational systems in the U.S. PL customizes learning pace, instructional methods, and learning content to individual students. As much as PL sounds promising and complex, little guidance is available to educators as to how to effectively design PL. Five essential features are identified through a literature review: 1) personalized learning plan, 2) project- or problem-based learning 3) competency-based student progress, 4) criterion-referenced assessment for ensuring student learning, and 5) multi-year mentoring of students by a teacher. Also, technology plays a central role in implementing PL in a large scale. This article provides educational benefits and design principles of each feature and how a technology system can facilitate the implementation of PL.

089. Featured Research - Analysis of Mobile Learning as an Innovation in Higher Education – A Comparative Study of Three Countries (INTL)
3:30 pm to 4:30 pm
3rd Level - St John’s
Facilitator: Yu-Chang Hsu

Analysis of Mobile Learning as an Innovation in Higher Education – A Comparative Study of Three Countries - Shuang Hua, Florida State University
Mengxiao Cui, FSU; Vanessa Dennen, Florida State University; Jolin Kilee Tard, First University; Li Mei, Hebei Finance University
This proposed research aims to examine how mobile learning is integrated in the current higher education settings in three countries: the U.S., China, and Turkey. We consider mobile learning an innovation and analyzed its integration status according to Rogers’ (2003) five shared characteristics of an innovation: relative advantage, compatibility, complexity, trialability, and observability. Findings show that mobile learning is currently well-posed for learning integration, with cultural differences across all five dimensions.

090. First Timer’s Orientation
3:30 pm to 4:30 pm
2nd Level - Grand 4
This is a description spot so that we can tell if the program download is working correctly.

091. GSA - University Graduate Student Organizations
3:30 pm to 4:30 pm
3rd Level - City Terrace 12
Facilitator: Lia T Schrueder, Georgia Gwinnett College
Presenters:
Fair Josey, University of Memphis, Instructional Design and Technology
Carmen Weaver, University of Memphis
Wendy Gentry, Virginia Tech
Barbara Locke, Virginia Tech
Lenie George, University of Georgia
Michael Grey, University of Georgia
Sylvia Rogers, University of South Alabama
Lucas Lima de Vasconcelos, University of Georgia

Looking for some fresh ideas to encourage student socialization and a sense of belonging in traditional, blended and online programs? Join faculty advisors and student members from various university graduate student associations as they share how their organizations were formed and strategies they employ to encourage engagement and maintain membership.

092. QRDE Editorial Board Meeting
3:30 pm to 4:30 pm
4th Level - Suite 4104

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093. RTD - Aesthetic Learning Experiences and Visual Representations of Abstract Concepts
3:30 pm to 4:30 pm
2nd Level - Grand 7
Facilitator: Marcia L. Ashbaugh, University of Illinois, ION-MFVC

Exploring the Lived Experience of Learners: Academic Foundations. This pre/post-test experimental study investigated the effects of AVGING on forty undergraduate students’ math performance and math anxiety that are mediated by the effect of attention on working memory. Participants were randomly assigned to one of two intervention conditions: AV and non-AV. It was hypothesized that AV training will improve students’ math performance and reduce math anxiety. Comparison of case libraries designs when constructing arguments in support of decision-making problems: Andrew Tawfik, Concordia University Chicago; C. Wayne Keene, University of Missouri; Kyle Gowen, University of Missouri. The current research compared three different case library designs (cases only, problem-solving prompts, case reuse prompt) on decision-making problems. Results found no significant differences on initial argument, counterargument, rebuttal, and holistic scores when participants (N=87) had access to the cases. However, significant differences were found on counterargument and overall holistic scores when students constructed an argument for a transfer task. Implications for epideemic memory theory and case library design are discussed.

Meaningful stimulus for a segmented instructional animation: Reflection versus prediction: Jongjil Cheon, Texas Tech University; Sungwon Chung, Texas Tech University; Steven M. Crooks, Texas Tech University. This study examined the effects of five different types of pauses in a segmented instructional animation. During each pause between the segments, five different types of activities were presented: waiting message, passive reflection, active reflection, passive prediction, and active prediction. The results showed that reflection groups outperformed other groups on retention tests, while there was no differences in recall test. The findings of this study provide valuable implications for effective ways of using pauses between segments in instructional animations.

As Massive Open Online Courses (MOOCs) continue to play an extensive role in online education, whether hosting start-up courses for signature programs or transforming MOOCs into credit-bearing courses, offering MOOCs has become one of the priority goals in higher education. But, how can instructional designers help their institutions in MOOCCing along? The focus of this paper is to offer first hand development experiences and discuss what needs to be considered for making a good MOOC.

Reflections of MOOCs Design Experience in Canvas Hengtuo Tang, SICE; Shayan Wang, University of Southern Miss. MOOCs, the acronym for “Massive Open Online Courses”, promise to provide free access to cutting edge courses that allow worldwide online participation. Alongside the expansion of available courses and involved institutions, course quality becomes a significant issue for the success of MOOCs. This presentation showcases reflection of designers’ experience in a hands-on-experience-based course, Technology Applications in Education, delivered on Canvas. Upon reflection, the presentation will provide insights on design, delivery, and assessment for MOOCs.

096. SMT - Instructional Design in Teacher Education
3:30 pm to 4:30 pm
3rd Level - Boardroom 4
Facilitator: Leslie Blatt, School Media Technology Division

Behind CPALMS: Florida’s Resource for Teacher Designed and Expert Reviewed Standards-Based Lessons and Resources – Model Eliciting Activity (MEA) Development Ronald L. Carr, Florida State University; Rubieh Bazzi, Florida State University; Melissa Dyehouse, Florida State University. This session features a behind-the-scenes look at Florida’s web-based resource development system and the teacher professional development (PD) that prepares teachers to contribute resources. Model-Eliciting Activity (MEA) team members will highlight the process used to train teachers on instructional design skills for writing MEAs, which are open-ended, engineering-based problems that integrate STEM content and support language arts standards. A comparison of effectiveness of face-to-face, hybrid and webinar training will include teacher and program trainer/leader feedback.

Educational Technologies Working in Today’s Classrooms: Tech Tools and Apps for Teaching in the Real World Paige Hale, Morehead State University; Lonora Jean Justice, Morehead State University. This session will focus on technology tools and apps for K-12 education. The presenters will showcase resources and also share the results of a teacher survey to differentiate between tools that sound good versus those that work well for teachers. Video vignettes and interviews will feature teachers describing these tools in their own words. Participants are encouraged to follow along with mobile devices so they can download apps and access the tools in real time.

Using the I-LEARN Model to Design Information Literacy Instruction Stacey Greenswell, University of Kentucky. Growing the proliferation of information and the lifelong importance of information literacy and critical thinking skills, instructional designers, school media specialists, and librarians need to determine how to best design information literacy instruction in order to help students locate, evaluate, and use information effectively. This presentation will describe the first experimental research study conducted to determine how instruction designed using the I-LEARN model could increase student understanding and application of information literacy concepts.

097. TED - Methods & Materials Share Panel
3:30 pm to 4:30 pm
3rd Level - City Terrace 09

Chair: Nicholas Omalle, Northern IL Univ; Luis Camillo Almeida, Indiana University of PI
Gretchen Thomas, University of Georgia

TED-Methods & MaterialsShare Panel Jesse Strycker, East Carolina University; Kent Sahu, Arizona State University; Nicholas Omalle, Northern IL Univ; Luis Camillo Almeida, Indiana University of PA. Presenters will share the methods and materials they use in technology integration courses at their institutions with future and practicing educators. Come to hear new ideas and share your own ideas at this anecdotal and resourceful session.

Chair: Jesse Strycker, East Carolina University. Presenters will share the methods and materials they use in technology integration courses at their institutions with future and practicing educators. Come to hear new ideas and share your own ideas at this anecdotal and resourceful session.
The relationship between satisfaction, learning engagement, reflective learning experiences, and intention to transfer learning within a flipped teacher education program: A path analysis by J. Hyeon Ju, Purdue University and Tim Newby, Boise State University.

The flipped classroom has gained in popularity as a way to engage students in their learning. However, little is known about how to structure flipped activities to maximize learning satisfaction and engagement. This study assesses the relationship between satisfaction, learning engagement, reflective learning experiences, and intention to transfer learning within a flipped teacher education program. The study used a path analysis to examine the relationship between these variables. The results suggest that satisfaction and engagement are positively related to intention to transfer learning. This study provides insights into how to design effective flipped activities to maximize learning satisfaction and engagement.

Implications for the integration of online and offline learning in a flipped teacher education program. We employed to stimulate PSTs to engage in meaningful reflection prior to the commencement of their student teaching experiences. We describe our flipped teacher education program, using instructional technology for lesson design and a radical grading scheme in the course, and examine the impact of those practices on PST reflective writing.

The Next Generation of Distance Education: Unconstrained Learning

The world of education is being radically altered driven by ever-emerging and innovative technologies, openness, and unprecedented access to knowledge. Older correspondence-style methods of instructional delivery are passé and "classroom adapted to the web" approaches to learning are often ineffective because they do little to harness the transformational potential of technology.

The Next Generation of Distance Education addresses more cutting edge issues, such as:
- E-Learning scenarios
- Mobile technologies
- Communication and information access
- Personal learning environments

These domains are quickly becoming mainstream, shifting control of the learning process away from institutions and into the hands of learners. This volume promotes a forward-thinking agenda for research and scholarship that highlights new ideas, deep insights, and innovative technologies, access to knowledge. Older correspondence-style methods of instructional delivery are passé and "classroom adapted to the web" approaches to learning are often ineffective because they do little to harness the transformational potential of technology.

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Website located at the entrance to the Jacksonville Landing.
MacCool’s Irish Restaurant and Pub” at 8:05 PM. Fionn’s is located at the entrance to the Jacksonville Landing.

Meet members of the Design & Development division in an informal, relaxed setting. The GSA D&D board representative Jenny Wakefield and many of the D&D board members will be on hand to discuss their research and provide additional information about the division. Graduate students are invited to join us for this unique networking opportunity. Meet in the Graduate Student Lounge at 8:00 PM and leave for “Fionn MacCool’s Irish Restaurant and Pub” at 8:05 PM. Fionn’s
107. Breakfast with Champions (preregistration required) 7:30 am to 9:00 am 2nd Level - Grand 4 Presenters: MJ Bishop, AECT Board Member Robert Maribe Branch, University of Georgia Ward Cates, Lehighton, Pennsylvania Clarence Chu, National Taiwan University Richard Albert Cornell, University of Central Florida Marc P. Driscoll, Florida State University Peg Ermer, Purdue University Michael M Grant, University of Memphis Andrew Gibbons, Brigham Young University Michael Hannahf, University of Georgia Steve Harmon, Georgia State University Charles Hodges, Georgia Southern University Ellen S. Hoffman, University of Hawaii - Manoa Aytek Inan, Sakarya University Roberto Joshy, Hofstra University Eugene Kowch, University of Calgary - Faculty of Ed James Klein, Florida State University In Sook Lee, Sejong University Troy Martinale, University of Memphis M. David Merrill, Retired Utah State University Leslie Moller, Walden University Kay Perschette, Univ of Wyoming Thomas C. Reeves, The University of Georgia Lloyd Rieber, University of Georgia Charles Morgan Reigeluth, Indiana University Robert Reiser, Florida State University Mary Friend Shepard, Walden University Sharon Smaldino, Northern Illinois University Jonathan M Spector, Department of Learning Technologies Monica Tracey, Wayne State University David Wiley, Brigham Young University Patricia Young, Univ of Maryland Baltimore Co.

Design and Development Showcase is a special event to honor authors of a select group of innovative training and educational programs that are grounded in theory and research. The authors will be present to meet and share their award-winning programs with Convention Attendees. Key program components and materials will be displayed on posters for all to learn from and enjoy.

Beyond the Entertainer Factor: Educational Game Design for Online Learners Hui-Lien Chen
Colorado State University

This D&D showcase presents an educational game targeted at online learners to learn hiring decisions and long term results. Designing educational games (or game-based learning objects) is not a simple task. Truly the challenge lies between balancing the fun factor and meeting the learning purpose. By embodying learning theories in games, carefully following design guidelines, and choosing appropriate technologies, games can be designed to turn passive learners into active participants of the learning.

Designing the Innovative Knowledge Organization System (iKOS) for Science Learning Ji Shen
University of Miami; shyan_jiang, university of miami; Bahadur Namdar, University of Georgia
This poster describes the design principles and the functionality of iKOS (innovative Knowledge Organization System), a web-based knowledge management system developed to facilitate community-based inquiry science learning. The system incorporates three information representation modes including Event (picture tagging mode), Wiki (rich text editor), and ConceptMap (to draw concept maps) and supports peer collaboration and class management. We present an exemplar unit on food to illustrate the design.

Multi-Institution Service-learning Project to Design Open Educational Resources for Adult Basic Literacy

Education Jennifer Maddrell, Designers for Learning; Jason A Engen, Penn State University; Gary Moreland, Concordia University; Monica Tracey, Wayne State University; Jill Stefanik, Old Dominion University
Meet the students and faculty from 15 college programs who collaborated to design open educational resources for adult basic education as part of a multi-institution service-learning project involving over 50 participants. The student designers were volunteers of a nonprofit organization that offers tutored instruction to its clients who are recovering from drug or alcohol addiction. The five showcased projects include instruction that aligns with the 2013 College and Career Readiness standards.

PERFLECT: Self-directed learning made easy Jerrick Beckers, Maastricht University; Diana Dolmans, Maastricht University; Jeroen J. G. Van Merriënboer, Maastricht University
PERFLECT is an electronic development portfolio for students in vocational education, designed to facilitate the acquisition of both domain specific skills and self-directed learning skills. It aims to reduce the amount of needed coaching by a teacher by incorporating a self-coaching protocol in the form of leading questions. Preliminary results indicate that users perceive PERFLECT as a useful tool helping them to better monitor their acquisition of domain specific skills and to become self-directed learners.

Computers as Critical Thinking Tools: Primarily Self-Directed, Online Capstone Course Linda Soud, Syracuse University; Tiffany A. Kozicka, Syracuse University; Jaffa W. Kozicka, Syracuse University; Jacob A. Hall, Syracuse University
In this course learners create instruction that engages their students in critical thinking with technology. This course is different; it includes virtual residency sessions yet has no ongoing discussions or fixed deadlines. It is flexible; learners choose projects, tools, learning experiences, and determine their own schedule. It is rich, incorporating resources designed to facilitate learning, confidence building, and project completion. The course will be showcased alongside theories, design decisions, and evidence that shaped its design.

SMOOC: Development and operation of a for-credit, free, semi-massive course Brad Hokanson, University of Minnesota; Marit McCluske, University of Minnesota
Over the past year, I have presented two forms of massive online learning. The MOOC began in February 2014, the for-credit SMOOC went live in June 2014; both focused on developing creativity in students. A SMOOC is a for-credit, economically viable, targeted form of MOOC, offered over the Summer. Details of the organizational structure as well as the instructional design will be presented along with data on student learning and engagement.

The Instructional Design of Trivia Game: A Computerized Auditory Training Program to Improve Speech Understanding in Noise Ginger Watson, Old Dominion University; Stacie Ringhlin, Old Dominion University; Katherine S Schwartz, Old Dominion University
"Trivia Game" is a rehabilitative simulation-based game developed to improve speech understanding in noise. Set in a restaurant, trainees answer a variety of questions in the presence of appropriately-levelled background noise. Game levels increase or decrease signal-to-noise ratios to increase or decrease difficulty. Early tests show significant improvements in speech understanding in noise for healthy adults. The simulation-game, scoring, leveling up and down, instructional design and development process will be demonstrated.

The Kiowa Language and Culture Revitalization: Designing a Community-based Learning Model for an Endangered Language Angie M. Cutlan, University of Oklahoma; Xuan Ge, University of Oklahoma; Melody W. Redbird-PPost, University of Oklahoma; Magee Wang, University of Oklahoma
The Kiowa Language and Culture Revitalization Program is a community-based learning model designed using knowledge through networks of community members and scaffolding using specially designed tools. In this community-based design, tribal members act as linguistic and cultural resources, and teachers use tools specially-developed to help them elicit knowledge from elders within the community. The design is intended to serve as an immersive model of language learning for other communities facing similar language loss issues.

Thinking Like Experts: Supporting episodic memory reuse when resolving an ill-structured sales management hiring decision Andrew Twok, Concordia University Chicago; C. Wayne Keene, University of Missouri; Kyle Gosen, University of Missouri; DeAndre McLaurin, Concordia University Chicago
The purpose of our project was to develop a learning environment that supported problem-based learning episodic memory, and analogical transfer using case-based reasoning theory. Another goal was to provide a
space for students to collaborate with their team, which consisted of three to four individuals. The purpose of our project was to develop a learning environment that supported problem-based learning episodic memory, and analogical transfer using multiple cases. Another goal was to provide a space to promote and collaborate with their team, which consisted of three to four individuals.

Chair: Gayle V. Davidson-Shivers, University of South Alabama

1.3CLT - English Language Learners
9:15 am to 10:15 am
3rd Level - City Terrace 06

Facilitator: Jol Moore, University of Missouri

Presenters: Exploring the Use of Mobile Technologies and eTextbooks in Higher Education

Brian Chen, University of Central Florida; Doe deNoyelles, University of Central Florida

Mobile technologies and eTextbooks are becoming more integrated into higher education. In this session, results of a longitudinal university-wide survey will be shared concerning students’ and instructors’ practices and perceptions of these technologies. Comparison of the survey results between 2012 and 2014 will show changes in beliefs and applications of these technologies. The findings may guide students and instructors to adopt more effective learning and teaching practices for content areas.

112. CLT - e-Learning and Higher Education
9:15 am to 10:15 am
3rd Level - City Terrace 05

Facilitator: Holly Marshburn, Nova Southeastern University

Presenters: ELLs' Perceptions of Cross-Cultural Interaction with English Native Speakers in Second Life. Jahanu Aldosemani, University of Wyoming; Craig Shepherd, University of Wyoming

The presentation is a discussion of ELLs’ perceptions of the effectiveness of Second Life for cross-cultural interaction. Participants indicated they gained cultural knowledge and understanding after their interaction with American native speakers through SL. Participants identified certain elements in Second Life that facilitated cross-cultural interaction and exchange (e.g., avatar, simulations, place, time, discussion facilitators). Participants also identified potential challenges and problems during the experience (e.g., issues related to session management, technical problems, learning curve).

113. D&D - Mobile Learning Applications
9:15 am to 10:15 am
3rd Level - Grand 2
Facilitator: SANGHOON PARK, University of South Florida

Presenters: Need Assessment of a Mobile Application for a Graduate Program Таehyeong Lim, The Florida State University; Jiangfeng Yao, Florida State University; Vanessa Dennen, Florida State University

This study examines the need for a mobile application in a graduate program. Data were collected via survey from current students, alumni, and program faculty.

Mobile applications have the potential to increase the degree with which your knowledge and understanding after their interaction with American native speakers through SL. Participants identified certain elements in Second Life that facilitated cross-cultural interaction and exchange (e.g., avatar, simulations, place, time, discussion facilitators). Participants also identified potential challenges and problems during the experience (e.g., issues related to session management, technical problems, learning curve).

114. D&D - Program Assessment and Evaluation
9:15 am to 10:15 am
2nd Level - Grand 3

Facilitator: Wei Qiang, Florida State University

Presenters: Application of the e-Learning Maturity Model to Increase Quality of Distance Learning Programs

Darryl Draper, Old Dominion University; Anne Mendenhall, University of Nevada Las Vegas

This practice proposal examined current e-learning practices using a validated framework to guide pedagogical practices for increased learning outcomes. The e-learning Maturity Model (eMM) is a benchmarking and quality improvement tool that provides online learning initiatives with an evaluation of their e-learning processes. The intent of this study is two-fold; examine the ‘maturity’ level of e-learning practices to develop a roadmap for success, and increase and identify sound instructional practices that can improve the quality of instruction.

Assessment and Evaluation of the Trang College Program Design and Development Process: Effectiveness of Process Application Evidenced by Findings from a Collection of Several Case Studies. Pratima Dutta, California State University Northridge; Jennifer Kalneck-Goetz, California State University Northridge; Suzanne David, California State University Northridge

This presentation will offer a description of the success
of the Tseng College-CSUN Design and Development process by illustrating cases where programmatic goals have been achieved in part due to the effective implementation of the process. Presenters will point to several measures of success and faculty responses to and of evaluations of the said process. Lastly, presenters will offer a cautionary tale, describing a program that did not follow design and development process.

115. D&D - Use of Virtual Environments in STEM
9:15 am to 10:15 am
3rd Level - Clearwater
Facilitator: Victor Law, University of New Mexico
Presenters: Predicting Undergraduate Students’ Acceptance of Second Life Virtual Worlds for Teaching Chemistry Zahira Merchant, Texas A&M University; Wendy Kenney-Kennicutt, Texas A&M University; Ernest Goetz, Texas A&M University
This study examined the undergraduate students’ intention to use Second Life for learning chemistry using technology acceptance model. A 136 freshmen completed a survey measuring five variables: perceived ease of use, perceived meaningfulness, perceived enjoyment, attitude and intention to use. Data were analyzed using structural equation modeling analysis. Results indicated students’ positive attitude and intention to use Second Life. Students’ this perception was influenced by Second Life’s usefulness in understanding chemistry and level of enjoyment.

Effects of Game-Based Learning on Children’s Math Performance: A Meta-Analysis Unit Topic, FSU; Elena Novaik, Western Kentucky University
A meta-analysis of experimental and quasi-experimental studies investigated the effects of educational games versus traditional classroom instruction on PreK-5th grade students’ math achievement. Student age and background as well as studies’ publication year were explored as potential moderators of the relationship between game-based learning and math achievement. Preliminary findings indicated that a game-based instruction was more effective than a traditional classroom instruction for teaching mathematics. Game effectiveness did not vary upon student age or background.

116. DDL - Factor Analysis for Perceptions of Social Presence
9:15 am to 10:15 am
3rd Level - River Terrace 2
Facilitator: Megan Conners Murtha, Nova Southeastern University
Presenters: The “Social Perceptions in Learning Contexts Instrument”: A factor analysis of the three-construct model Patricia J Slagter van Troyen, East Carolina University
The “Social Perceptions in Learning Contexts Instrument (SPLCIT)” (masked, 2012) a research tool evaluating social connectedness online is based on the “E-Immediacy” framework defined as feelings of social connectedness one has with fellow online participants (classmates, instructor, teaching assistant) through technology-mediated experiences that simulate episodic perception of immediacy. Strong validity and reliability evidence of the SPLCIT warranted further exploration of its three-construct model. Confirmatory factor analysis data, instrument items, and scoring procedures will be presented.

The Online Minimester: Developing a model that fits learner and instructor success Bodh Anderson, Indian River State College; Chih-Hsiung Ts, Northern Arizona University
In recent years a growing number of colleges and universities have adopted an online “minimester” model, offering intensive online classes parallel to full semester courses. However, the current minimester model lacks both empirical and theoretical backing. Building on survey-based instructor data collected in a previous study; this current study collects learner data in an attempt to identify contexts and challenges in the online minimester, and to ultimately begin the formulation of a model for success.

117. DDL - Online Discussions: Engaging and Feedback
9:15 am to 10:15 am
3rd Level - River Terrace 3
Facilitator: Yvonne Earnshaw, Florida State University
Presenters: Understanding cognitive engagement in online discussions: Audio-based structured argumentation activities Enjun Guo Grace Oh, University of Illinois at Urbana-Champaign; Hyun Song Kim, The University of Georgia
This session will present a qualitative study examining how adult learners engage in asynchronous online discussions via an audio-based, scaffolded argumentation approach. This study was conducted in two online graduate courses at a small liberal arts university. A content analysis of learners’ discourse and individual comments in the discussion activities, which is grounded in a dialogic argumentation assessment framework, revealed types of argumentative comments and the levels of the grounds in students’ argumentation. Practical implications for design of effective online discussion activities to improve learners’ cognitive engagement will be discussed.

The impact of a training module on promoting peer feedback in online discussions: A student perspective E-Ling Hsiao, Valdosta State University; Xiaoxia Huang, Western Kentucky University; David Richard Moore, Ohio University
The main purpose of this study is to investigate student perceptions of a training module on promoting peer feedback in online discussions. The module is built based on the findings of the stage 1 and stage 2 studies previously conducted by the authors. The proposed study would help us understand whether the training module helps students develop their abilities of offering constructive peer feedback. Its findings will also be compared with the findings of our previous studies to see if students perceive peer feedback differently when receiving a training on how to offer constructive feedback in online discussions.

118. DSC - The Role of Systems Thinking and Quality Enhancement in Higher Education
9:15 am to 10:15 am
3rd Level - City Terrace 07
Facilitator: Beth Rajan Sockman, East Stroudsburg University of Pennsylvania
Presenters: Anthony Chou, University of North Carolina at Greensboro; Marshall G. Jones, Winthrop University; Brian Bentley, San Francisco State University; Paul McKinney, University of Hawaii, Manoa; Jason Huett, University of West Georgia
This panel discussion will present and discuss the role systems thinking plays in designing and supporting the infrastructure needed for quality e-Learning in higher education. Topics will include evaluating and ensuring the quality of content, learner support and interactivity in e-Learning, developing faculty in developing and delivering e-Learning courses, and strategic support for the development, maintenance, and improvement of e-Learning in a higher education system.

119. Featured Research - Basketball Trouble: A Game-Based Assessment of Science Inquiry and Content Knowledge (D&D)
9:15 am to 10:15 am
2nd Level - Grand 3
Facilitator: Fengfeng Ke, Florida State University
Basketball Trouble: A Game-Based Assessment of Science Inquiry and Content Knowledge Brian Nelson, Arizona State University; Diane Jaxx-Kelther, University of Maryland, College Park; Catherine Schifter, Temple University; Aripal Sil, Temple; Kent Sluck, Arizona State University; Iousu Kim
SAVE science, Situated Assessment using Virtual Environments for science content and inquiry, is investigating the use of virtual environments for assessing science learning with a more accurate reflection of scientific complexity than current tests allow. In this session, we will present the design of the assessment module, Basketball Trouble, and describe results of data-mining analyses focused on evaluating the validity of the module for predicting understanding of gas laws as assessed in the module.

120. GSA - Writing Techniques for Graduate Students & Selecting a Dissertation Topic
9:15 am to 10:15 am
3rd Level - City Terrace 12
Facilitator: Xiaokai Jia, Indiana University
Presenters: Scott Warren, University of North Texas; John Curry, Morehead State University; Barbara Locke, Virginia Tech; Marshall G. Jones, Winthrop University
What’s the difference between personal writing, technical writing, and academic writing? How do style and grammar differ based upon audience? Does a target journal really matter? Are you finding it difficult to narrow down a dissertation topic? The questions graduate students face when attempting to write academically can feel daunting. Join us for practical advice on how to approach the challenge of writing and proactive steps that you can take to select a topic that will be valuable to the field and rewarding to pursue.
121. INTL - Membership Meeting
9:15 am to 10:15 am
3rd Level - St. John's

122. MPD - Content Development
9:15 am to 10:15 am
3rd Level - City Terrace 68
Facilitator: Pamela Jones Ponnor, University of North Texas

Presenters
Comparing App Development Tools and Technologies: Selecting the Best Tool for You Kenneth Luterbach, East Carolina University; Regina Hubbell, East Carolina University

Instructional developers may choose from numerous app development tools and technologies, such as HTML5, CSS, JavaScript, Objective C, LiveCode, Mobine ReLosk, XCode, and Software Development Kits for Android, iOS, and Kindle Fire. To comprehend the complex assortment of app development tools and technologies, this session compares multiple app development tools and technologies using a new analytic framework and presents a strategy for appropriate tool selection.

Good eText, Bad eText: Helping Faculty Design Pamela Jones Ponners, University of North Carolina

Comparing App Development Tools and Technologies: Selecting the Best Tool for You

Towards Integration of Activity Theory and Learning Analytics Andrew Gibbons, Brigham Young University; MJ Bishop, AECT Board Member; Wilhelmina Savenye, Arizona State University; Charles Hodges, Georgia Southern University; Mary Herrington, University of Northern Iowa; Jyoti Baweja, Indiana Institute of Education; Mei Wang, East China Normal University; Lin Liu, Jan Ellen, CIP&T, KULeuven; Jonathan McKeown, University of Tampa

Tenure and promotion can be a complex process, but this panel of deans, associate deans, chairs, and recently tenured and untenured faculty are creating a general tenure and promotion guide to help AECT members successfully understand and navigate the system.

124. RTD - Computational Thinking, Activity Theory, and Learning Analytics
9:15 am to 10:15 am
2nd Level - Grand 7
Facilitator: Ya-Chun Kuo, Jackson State University

Presenters
Defining Computational Thinking Peter Rich, Brigham Young University; Matt Langton, Brigham Young University; Jessica South, Brigham Young University

Computational thinking is an idea that is reforming educational practices worldwide and commanding National Science Foundation awards totaling in the millions of dollars. Despite this increased interest in the topic, there is no agreement as to what computational thinking is or its components. The purpose of this Delphi study is to define computational thinking patterns through a survey of experts and literature.

Towards Integration of Activity Theory and Learning Analytics for Instructional Design Theory in Mobile Age Il-Hyun Jo, Ewha Womans University

For developing relevant and practical tools to theorize and analyze the mobile learning phenomenon, Activity Theory (AT) and Learning Analytics (LA) are reviewed. Multiple aspects of Engeström's activity system model—structure and dynamics, action and context parts, semiotic and technological layers—are juxtaposed. The results indicate that AT, as a theoretical framework to describe the complexity of the target phenomena, can be coupled with LA, as the data analysis methodology in the mobile learning system.
129. TED - Preparing Teachers with Video

Leveraging Technology: Facilitating Preservice Teachers Technology Integration Development through Video Self Analysis Jimmy Jang, Syracuse University

The purpose of this study is to analyze how video self-analysis was leveraged to help preservice teachers enhance their instruction with educational technologies. To facilitate technology integration strategies to preserve teachers' video self-analysis was incorporated into an undergraduate technology course offered at a teacher preparation program. 

130. TED - The Landscape of Teacher Education:

Preparing Teachers for Virtual Learning Environments

Preventing Teachers Technology Integration Development through Video Self Analysis Jimmy Jang, Syracuse University

This panel session will explore issues and strategies for preparing pre- and in-service teachers for teaching and learning in K12 virtual classrooms. Panelists will engage with the audience to share perceptions of the current status, exemplary strategies and programs, and future directions. Panelists include: Kathryn Kennedy, Ph.D., Senior Researcher Michigan Virtual Learning Research Institute Kristie Brynteson, Northern Illinois University Lisa Yamagata-Lynch, Associate Professor, Educational Psychology and Counseling University of Tennessee

Thursday, November 6

131. Definition & Terminology Committee Meeting I

4th Level - Suite 4104

Facilitator: Kristin Brynteson, Northern Illinois University

Examining Elementary School Teacher Candidates' Use of Technology in the Design of Inter-Disciplinary Units Drew Polly, UNC-Charlotte

This presentation will share the findings of a research study that examined the technologies and types of activities that elementary education teacher candidates included in inter-disciplinary units that focused on Social Studies, Science, and Mathematics.

Can a Methods Course Make a Difference? Preservice Teachers, the NETS®T, and 21st Century Skills Jennifer Banas, Northeastern Illinois University Cindy York, Northern Illinois University

In unification with the convention theme, Learning, Design, and Technology, this presentation shares a study on the impact of a methods course designed to improve preservice teachers' efficacy to perform the ISTE NETS®T and ability to promote development of 21st century learning skills. Presenters will share the technology-integration learning exercises from the course as well as a list of the Web 2.0 technologies practiced. Attendees are invited to discuss successful practices from their institution.

Field of Privilege: Why Instructional Design and Technology Must Engage Issues of Race, Ethnicity, and Social Justice Amy C Bradshaw, University of Oklahoma

This presentation considers our field's historic and current social contexts, with the purposes of (1) Calling attention to IDT's collective blind spot regarding race, ethnicity, and social justice issues; (2) Unpacking common fallacies of social neutrality; (3) Identifying and considering the damage being done by ignoring these issues; (4) Reflecting on what can be gained by engaging these issues; (5) Demonstrating the value of these considerations through social justice-based educational design; and (6) Facilitating ongoing discussion and practice regarding how we might productively engage these considerations.

Communicating Mental Health through Multi-Media Platforms: Student Learning and Teachers’ Perceptions of a Pilot Program for Schools Natalie D. Montgomery, Université d’Ottawa University of Ottawa; Cameron Craig Montgomery, University of Ottawa

This presentation will share results of an efficacy evaluation of a program currently in its pilot phase - Let’s Talk: Finding Reliable Mental Health Information and Resources (Grades 7-8). It was delivered in Canada in the province of Ontario and completed in June, 2014. The program was designed to help students recognize, find and authenticate reliable mental health information and resources online, and to involve teachers across Canada through self-directed training. Let’s Talk used a variety of multi-media tools to engage both populations.

132. CLT - Examining World Views on Technology

10:30 am to 11:30 am

3rd Level - City Terrace 05

Facilitator: DEEPAK PREM SUBRAMONY, GRAND VALLEY STATE UNIVERSITY

Presenters

Designing for Access: Culture and Technology to Support Native Hawaiian Enrollment Ellen S. Hoffman, University of Hawaii - Manoa; Michael Menechaca, University of Hawaii; Claire Chan, University of Hawaii Manoa

A redesigned Master’s program was able to increase enrollment of Native Hawaiian students so that this group makes up the largest ethnic population in the degree program. The presentation focuses on design elements that increased accessibility, including technology, awareness of culture-based educational principles, and universal design for learning. The program was able to reach out to this group which is underrepresented in higher education while increasing access for all students.

Thursday, November 6

133. CLT - mlLearning, Social Media, and Technology

10:30 am to 11:30 am

3rd Level - City Terrace 06

Facilitator: Erica Bass, Presenters

COLLABORATIVE LEARNING IN NEW MEDIA: A GOAL-BASED SCENESRIO DESIGN as a FACEBOOK APPLICATION Derya KICI, University of Toronto

This study aims to discuss that online social networks support the collaboration and they provide a convenient environment for the use of collaborative learning methods. The primary aim of this study is to propose a Facebook application, which is designed with instructional purposes considering the features and tools, which Facebook has already served. Within the scope this study, a goal based scenario (Schank, 1994) was designed and developed as a Facebook application and implemented on adult learners with the objective of improving problem solving skills. It is an experimental study, which includes the design, development, and implementation of this collaborative learning environment.

Mobile Language Learning Opportunity for Children in Tanzania Dongguil Song, Indiana University; jeanguk kim, Ph.D. student At Boston University; Paul Kim, Stanford University

The authors have found that low-income populations in Tanzania desire to improve their children’s Swahili literacy level. Although Swahili is one of their official languages, public schools in Tanzania do not have established curriculum and well-trained teachers. This study aims to use a mobile game to teach Swahili phonic knowledge to children across Tanzania. The study shows that there has been a significant improvement in the participants’ knowledge of phonics.

Mobile Learning in Africa: A content analysis of YouTube videos promoting mobile learning opportunities within Non-Governmental Organizations Erica Bass
A bachelor's degree in educational technology: Perceptions of professionals in the field

Albert Dieter Ritschaupt, University of Florida, YoungJu Kang

Some in the field of educational technology have called by academicians to begin offering bachelor’s degrees in their field. Unfortunately, the literature base only provide guidance on designing, developing, and implement masters and doctoral degree programs. This presentation, in distinction, focuses on the design of a bachelor’s degree program by focusing on the Perceptions of professionals’ relation to offering a bachelor’s degree, the desired prerequisites, and the appropriate name for such a degree program.

Stop Telling Designers What To Do: Reforming Instructional Design Education Through the Lens of ID Practice Elizabeth Boling, Indiana University

In this study, we address existing ID education through the lens of authentic ID practice, noting a lack of rigorous research into practice that should inform how we teach. Researchers observed eight ID practitioners conducting everyday activities in two organizations. Based on analysis of the judgments these designers made and the infrastructure surrounding their activities, implications for ID education are identified, including areas of authentic practice not usually addressed in courses.

137. D&D - The Future of Instructional Design Programs
10:30 am to 11:30 am
2nd Level - Grand 1
Facilitator: Anne Mendellahn, University of Nevada Las Vegas

According to Ambient Insight, the mobile learning market is being led by Africa with a growth rate of 38.9% (Ambient Insight, 2014). Many people throughout the continent have access to mobile devices therefore; mobile learning can be seen as a recipe for success. This session seeks to present a study of how mobile learning usage supports local culture issues within Nigeria and Ghana by analyzing content of YouTube videos promoted by Non-government organizations.

The Design and Development of an Asynchronous Discussion Instructional Tool Sandra Ray Bridge, Ferris State University

M. David Merrill (2007) asserted that instructional designers should “develop empirically-based, learning-oriented, instructional design tools that will significantly improve the quality of the instructional products developed by designers-by-assignment” (p. 13). This inspired a dissertation on designing an asynchronous discussion instructional tool (ADIT). This session will share and discuss the ADIT, how it was developed using design and development research, and how the insights learned in this process could impact the future of instructional design.

The Role of Discussion in Problem-Based Learning for Enhancing Medical Students’ Hypothetico-Deductive Reasoning: A Conceptual Framework Hyunju Kang, University of Georgia; Ilseom Choi, The University of Georgia

The purpose of this study is to develop a conceptual framework to explain the role of group discussion in problem-based learning (PBL) to enhance medical students’ hypothetico-deductive reasoning skills. The conceptual framework integrates the notions of hypothetico-deductive discussion and problem-based learning (PBL) discussion in a way that explains the specific role of group discussion in enhancing students’ hypothetico-deductive reasoning during PBL. Recommendations for new PBL strategies and implications for future PBL research directions will be discussed.

Exploration of learners’ cognitive presence in an inquiry-based online course: Evidence from online discussions Ye Chen, Syracuse University IDDE; Jing Lei, Syracuse University; Juming Cheng, Syracuse University

This study investigated online learners’ cognitive presence in their asynchronous discussion. Our results revealed that four phases of cognitive presence could be identified in their online discussion inquiry, and exploration was the dominant phase. Most web usage behaviors were positively correlated with cognitive presence of triggering event and exploration. However, extensive exploration could not guarantee higher level of cognitive presence. An involvement of instructor facilitator is important for online learners’ continual cognitive development.

The construction of proxy variables representing learners’ behaviors in online forums: Theory-driven educational data mining Yongho Kim, The University of Georgia; Il-Hyun Jo, Ewha Womans University; Yongjeong Park, Ewha Womans University. Designing the ground to be interested in online forum, posed numerous difficulties in such participation. Hence, this study proposes a new strategy to construct proxy variables representing learners’ behaviors in online forums. Accordingly, the number of postings and the regularity of the visit interval were found to predict learners’ performance. Implications for both the field of educational data mining and learning analytics was discussed in order to have an independent foundation away from the business realm.

According to Ambient Insight, the mobile learning market is being led by Africa with a growth rate of 38.9% (Ambient Insight, 2014). Many people throughout the continent have access to mobile devices therefore; mobile learning can be seen as a recipe for success. This session seeks to present a study of how mobile learning usage supports local culture issues within Nigeria and Ghana by analyzing content of YouTube videos promoted by Non-government organizations.
140. DDL - Online Education: Student Readiness, Faculty Prep and Role Playing
10:30 am to 11:30 am
3rd Level - River Terrace 1
Facilitator: Amy Marie Grincewicz, Kent State University
Enhancing Peer Feedback with Role Play in an online learning environment - Yu-Hui Ching, Boise State University
This study explored the impact of role-playing on the quality of peer feedback and learners perception in an online learning environment. The finding of a content analysis revealed that role-playing was positively associated with learners' generation of constructive feedback. Sixty percent of learners perceived the role-play strategy useful in assisting them to form and provide meaningful feedback. We will discuss implications for instructional design and provide future directions for research in our presentation.

Re-fillable Faculty Templates for Online Course Design Ludy Ludy (Ludwiks) Antela Goodson, Indiana University Purdue University Fort Wayne
This presentation describes the development process, architecture, and positive impact of re-fillable templates for online course design. Following training in technology and course design, faculty still expressed confusion and courses had inconsistent designs. Thus, our Center began developing templates, first, for one department, then university-wide. These templates are voluntary. They allow faculty to populate and customize content and prompt course organization, support resources, interactions, learning outcomes, previews, alignment of activities, summaries, and formative evaluation.

[NR] The Relationship between Students’ Readiness for Online Education, Their Attitudes toward It and Their Achievement in Online Courses Mehmet Kara, Amasya University
The purpose of this study is to investigate what extend student readiness for online education and their attitude toward it predict their achievement in online courses; and to explore student readiness for and attitude toward online education in terms of gender and courses. The study provides evidence for the relationship between readiness for online education, attitude toward it and student achievement in online education.

141. DSC - Transforming Instruction through Systemic Change
10:30 am to 11:30 am
3rd Level - City Terrace 04
Facilitator: Genevieve Gallant, GGConsultants Limited
Putting the Cart Before the Horse: A Generative Design for A State-Wide School System Transformation using Research Evidence Eugene Kovch, University of Calgary - Faculty of Ed
This paper takes research results from a large scale state-wide school system leadership study to generate an evidence-based design for its systemic change. The paper first defines both the existing and desired states found across the system's key features: networks of leader organization structures; leader relational dynamics and leader mindsets. The design offers ways to strengthen weaker system structures, relational dynamics and innovation with a mind to improving the readiness of the system to transform (Banathy, 1996; Duffy & Reigeluth, 2008).

Redesigning Instruction to Create Systematic Change: A Designer’s Perspective Debra Dunlap Rauchle, Purdue University
Instruction Matters Purdue Academic Course Transformation (IMPACT) is not only a successful course redesign program but it also fosters institutional change through collaboration between faculty and support units campus-wide. Faculty participate in a structured faculty development program and are further supported in their redesign process by a team of staff members from multiple units across campus, including the Libraries, the Center for Instructional Excellence (CIE), Information Technology at Purdue (ITaP), and Purdue Distance Education (PEC).

142. GSA - Developing Online Community
10:30 am to 11:30 am
3rd Level - City Terrace 12
Facilitator: Yin-Chan (Janet) Liao, Indiana University
Presenters:
M. Aaron Bond, Virginia Tech
Rob Moore, UNC Chapel Hill
Megan Conners Murtaugh, Nova Southeastern University
Holley Handley Langille, University of West Florida
Ibrahim Ahmed Gashim, University of Wyoming
Enrollment in online learning continues to increase each year. Online learning environments can leave students and faculty with a sense of isolation and feeling disconnected from their peers and colleagues. Join us as we discuss developing a sense of community in online learning environments.

143. HKAECT Affiliate Meeting
10:30 am to 11:30 am
3rd Level - Boardroom 3
Chair: Attai Ho-kan Yan, The University of Hong Kong
The University of Hong Kong Association for Educational Communications and Technology (HKAECT) invites all AECT members with interests in conducting and promoting research in Hong Kong and the larger international community to attend this affiliate membership meeting.

144. INTL - International Voices in Research Trends
10:30 am to 11:30 am
3rd Level - St John’s
Facilitator: Feng-Qi Lai, Indiana State University
International Voices in Research Trends Ana Donaldson, Walden University; Marcus Childress, Baker University; Jonathan M Spector, Department of Learning Technologies; Robert Maribe Branch, University of Georgia; Steve Harmon, Georgia State University; Aytenk Isman, Sakarya University; Feng-Qi Lai, Indiana State University. With a growing international presence, our AECT members have an increased visibility in emerging technology trends. This panel will present an introduction to the topics that will be included in the 2015 International Research Symposium in Shanghai and in Istanbul. Audience participation in the discussion will be encouraged.

145. LDC - AECT Internships 101
10:30 am to 11:30 am
3rd Level - City Terrace 07
Facilitator: Tonya A. Dowsey, University of Wyoming
Presenters:
Cindy York, Northern Illinois University
Tonya A. Dowsey, University of Wyoming
Robert Doyle, Harvard University
Paige Hale, Morehead State University
Megan Conners Murtaugh, Nova Southeastern University
Szu-Yueh Justine Chien, UGA
Muhterem Dindar, Anadolu University
AECT interns care about the graduate students and new professionals in our field, and the various internship programs offered in conjunction with the annual convention are evidence of this commitment. Come learn about the three programs (Leadership Internship, Jenny Johnson International Internship, and ICEM Internship) and get some tips and advice on how to submit a strong application.

146. MDP - Problem Based Learning (PBL)
10:30 am to 11:30 am
3rd Level - City Terrace 08
Facilitator: Hanadi Bokhari, Northern Illinois University
One Step Backwards, Ten Leaps Forward: Problem-Based Multimedia to Align Assessments with Objectives Lisa Renee Hughes, Indiana State University; Patima Alessa, Indiana State University; Yadi Ziae, ASU, Athens, AL.
With Merrill's (2013) First Principles of Instruction as a foundation for design, an interactive, problem-based website was collaboratively created to guide pre- and in-service teachers through an objective and assessment alignment procedure. Emphasis is placed on Bloom's taxonomy, Quality Matters standards, domains of learning, state and national standards, and additional research supporting such "backwards" design. Results of initial use will also be shared.

[NR] Using Digital Storytelling to Promote Critical Thinking among the Millennials Albert Akyeampom, Ohio Northern University
Critical thinking is an important part of college experience. Colleges offer courses that aim at helping students to develop critical thinking skills. Critical thinking is the art of conceptualizing, analyzing, reflecting and evaluating with a view to improving a concept (Paul and Elder, 2006). The current generation of students belongs to the Millennial Generation. The millennial generation refers to those born between 1981 and 1999 (Lancaster&Stillman, 2002). This generation has grown up immersed in technology. To develop creative and critical thinking skills a digital storytelling course was designed for freshmen in a mid western university in the United States of America. This research would report on experiences in the transition course designed to help freshmen develop critical and creative thinking skills using digital storytelling as a tool.

Using the Mobile and Mighty iPad-Mini for Undergraduate Multimedia Project-Based Learning Jamie Lezcz, Purdue University; Peg Ermer, Purdue University
As a result of the ever-growing capacity of the Internet and emerging mobile devices, agricultural...
communication undergraduates are entering a career field that requires them to have 21st century multimedia production skills. In response, we developed a multimedia, project-based learning course where students used iPad-minis, mobile applications, and video accessories to develop real-word science communication video projects for online audiences. Presenters will discuss the course design, mobile technology implementation, and qualitative research results.

147. PS - Development of an Cross-Institutional Distance-Delivered Graduate Program: Lessons from the Field
10:30 am to 11:30 am
2nd Level - Grand 7
Presenters:
Barbara Locke, Virginia Tech
Ron Lewis, Virginia Tech
Miriam Larson, Virginia Tech University
One of the greatest benefits of distance education is the ability to share resources and expertise across universities to provide greater access to quality learning opportunities. However, developing shared courses and evaluating their effectiveness at the consortium level requires a collaborative approach to instructional design. This session will feature a project funded by the U.S. Department of Agriculture which focuses efforts on the development, implementation, and evaluation of a cross-institutional distance education graduate program in animal breeding and genetics. Our strategies for creating and sustaining this program will be described, as well as challenges and solutions for distance education program development across universities within the U.S.

148. PS - Federal Grant Opportunities for Educational Technology Research
10:30 am to 11:30 am
2nd Level - Grand 3
Facilitator:
Robert Reiser, Florida State University
Presenters:
Educal Technology Research Grant Opportunities:
Current Trends Christopher Hoadley, National Science Foundation
Seeking Funds for Technology-Supported Design-Based Research Projects Fengke Ge, Florida State University
Project Evaluation Considerations for Externally-Funded Projects Michael Hannoft, University of Georgia
Tools and Strategies for Finding and Obtaining Research Grants Robert Reiser, Florida State University; Alison Moore, Florida State University; Terra Bradley, Florida State University; Weian Zhao, Florida State University
Tools and Strategies for Finding and Obtaining Research Grants - Robert Reiser, Alison Moore, Terra Bradley, and Weian Zhao, Florida State University
This Presidential Session is designed to provide valuable information to those who are interested in obtaining Federal grants to support research in the field of educational technology. Presentations during the session will focus upon (a) important information about current grant programs offered by NSF and other Federal agencies, (b) useful tools and techniques for finding Federal funding opportunities, and (c) successful strategies for obtaining Federal grants.

150. SICET - An International Project & Pedagogical Change
10:30 am to 11:30 am
3rd Level - Boardroom 1
Facilitator:
Meng-Fen Grace Lin, University of Hawaii
Presenters:
A case study of a Three-Country International Project-Based Learning Initiative Chien-Chu Hsieh, University of St. Thomas; Chi-Syan Wu, National University of Tainan; Nanjou Masumoto, University of Akita; Robert Reiser, Florida State University
This project examines the perceptions of students and teachers participating in an international project-based learning (PBL) from three countries. The goals of this research project are to understand the opportunities and challenges in international collaboration and to identify key success factors in implementing international PBL. The findings highlight increased communication, collaboration, creativity, and critical thinking skills as a result of the PBL initiative.

151. SMT - Research in Educator Preparation, Evaluation and Multi-Media for School Media Centers
10:30 am to 11:30 am
3rd Level - Boardroom 4
Facilitator:
Lessell (Marty) Martiny Bray, Forsyth County Schools
Presenters:
Multicultural Perspectives on Educator Preparation: Exploring Brazilian School Librarianship Lucilia Green, Georgia Southern University; Melissa Johnston, The University of Al Ain, United Arab Emirates
The need to equip today’s youth with 21st century knowledge construction skills served as a catalyst for change in the traditional practices of school librarians all over the world. This change led researchers to question school library practices at an international level, exploring Brazilian school librarianship. Creating innovative research partnerships with school librarians in other countries fosters connections, collaboration and new knowledge; contributing to the preparation of future school librarians the world over.

Seeing into Spatial Data for Library Media Program Evaluation Wanli Xing, University of Missouri-Columbia; Huili Sun, Shanghai University
This paper showcases a methodology to assist evaluation of library me-dia programs in regard to a particular location or population. This is achieved through enhancing Google Analytics by supplementing it with outside data sources. Through GIS software namely ArcGIS, the ap-proach allows for more comprehensible geospatial analysis while also presenting maps overlays that are easier to grasp than the tools currently offered by Google Analytics. The Truman Presidential Library website serves as a case study to explore the potentiality of this approach.

A National Study of School Library Websites: Preliminary Design & Usability Guidelines Anthony Chow, University of North Carolina at Greensboro; Rebecca Morris, The University of North Carolina; Samantha Lam, Smithfield Selma High School
This study examined the basic design layout, content, and usability of 300 randomly sampled elementary (n=100), middle school (n=100), and high school (n=100) library websites in the United States. The results suggest that the majority of sites were intended for students, but received low ratings on recommended youth-oriented website standards for cognitive, affective, and evaluative design best-practices. General design layouts and content were identified. Major implications include the development of a best-practices checklist and establishment of preliminary design and content guidelines for school library websites.

152. TED - Enhancing K12 with Technology
10:30 am to 11:30 am
3rd Level - City Terrace 11
Facilitator:
Mark Jones, East Central University
Presenters:
Technology Enhanced Learning Strategies in K-12 Classrooms Esther Ntuli, Idaho State University
A study conducted to determine how k-12 teachers integrate technology into teaching and learning processes indicated a general lack of effective strategies essential for meaningful integration into the curriculum. This presentation offers strategies that current k-12 teachers need in order to integrate 21st century technology effectively. In addition the presentation offers suggestions for teacher preparation and professional development programs to ensure effective technology preparation for future teachers.

Student and Teacher Use of Laptop Computers in K-12 Classrooms Fethi A. Inan, Texas Tech University
The purpose of this study was to explore how laptop computers are used in K-12 classrooms. Data was collected from over four hundred teachers from rural schools located in the southweat United States. Results reflected high frequency of teacher-centered use.
Implementing Open Badges in Four Preservice Teacher Education Programs: Challenges, Lessons, and Opportunities Daniel L. Randall, Brigham Young University; Rick West, Brigham Young University; Garrett R. Hickman, Brigham Young University; Tim Newby, Purdue University; Jared Borup; Chris Haskell, Boise State University In this symposium, participants representing teacher preparation programs from four universities will present how they have implemented open badges to meet the needs of their students. Each will discuss the challenges faced in their program, how open badges helped them meet those challenges, and what issues and opportunities are currently emerging. The symposium will conclude with an extended question and answer period.

Developing Distance Supervision Methods and Processes Using Mobile Devices Matthew Schmidt, University of Hawaii, Manoa This session reviews the design, development, and evaluation of a mobile distance supervision system for pre-service teachers at two large universities. The system records teachers in their classrooms using iPad Minis equipped with a variety of peripheral devices to provide enhanced optics and multi-source audio. It is able to securely store video in the cloud or stream video live to a supervisor. Evaluation findings and directions for future research are discussed.

Building An Instructional Design Community Practice for Faculty Professional Development Megan Conners Murtaugh, Nova Southeastern University

Building An Instructional Design Community of Practice for Faculty Professional Development. Aaron Bond, Virginia Tech; Barbara Locker, Virginia Tech; Daron Williams Communities of practice may provide new ways to support faculty professional development initiatives, especially in the development of instructional design skills and knowledge. This session will describe how an Instructional Design Community of Practice was developed and implemented within a higher education setting, as well as provide recommendations related to utilizing such a professional development strategy. Springer Briefs in Educational Communications and Technology focus on topics of keen current interest in the broad area of educational information science and technology.

Service Learning & Internship Activities for Graduate Students in Instructional Design Shauna Bona, Young Harris College

Service Learning & Internship Activities for Graduate Students in Instructional Design. Alice Stefaniak, Old Dominion University; Jason A. Engerman, Penn State University

Virtual Internship Susana Romans-Roca, Bath Spa University, Neil Glen, Bath Spa University; Dana Bugliero, Bath Spa University; Jeff Boehm, Bath Spa University As more and more programs in the field move online, the opportunity to incorporate service learning or internships into these programs may prove challenging. Whether you’re a faculty member in the field looking for ways to incorporate these activities into your courses and programs or a graduate student looking for opportunities, this session will introduce the Designers for Learning organization and a virtual internship program offered through Bath Spa University.

Building An Instructional Design Community of Practice for Faculty Professional Development. Megan Conners Murtaugh, Nova Southeastern University

The Influence of Cooperative Learning Strategy and Learners’ Motivational Characteristics in a Chinese College Classroom Jiyue Bong, Florida State University; Zhaihuain Dai, Florida State University; James Klein, Florida State University This presentation will report on a research study conducted to examine the effect of a cooperative learning strategy when groups are formed based on intrinsic or extrinsic motivation. The study was conducted in a university in China. Results indicated that students in the cooperative condition had significantly higher attitudes but learned less than those in the lecture condition. Presenters will discuss how learners’ motivational characteristics and cultural contexts should be considered when practitioners implement cooperative learning.

Shaping your Career in the Instructional Sciences. Peggy Ann Lunpkin, Young Harris College

Shaping your Career in the Instructional Sciences. Ellen S. Hoffman, University of Hawaii - Manoa DEEPAK PREM SUBRAMONY, GRAND VALLEY STATE UNIVERSITY Shauna Bona, McKinnon-Mulherin Scholars in instructional design and technology field follow different career paths and trajectories. A panel of scholars discuss strategies for maximizing personal satisfaction in your instructional science career. Topics include but are not restricted to 1) assessing your skills and values, 2) identifying the work that is meaningful to you, 3) recognizing when it’s time for a change, 4) keeping current in the field, and 5) nurturing your networks. This is an annual panel that will include CLT members at varying levels of their careers.
163. D&D - Membership Meeting 1:00 pm to 2:00 pm 2nd Level - Grand 4
Facilitator: Yool Huh, Indiana University Bloomington

Presenters
Effects of an Animated Pedagogical Agent Delivered Motivational Regulation Treatment on Online Learners’ Engagement and Achievement

SANGHOON PARK, Indiana University Bloomington, and Phoebe Balentine, University of West Georgia

Learners’ Use of Cognitive Learning Strategy, Learning and Classroom Learning: Relations with Motivational Regulation Strategies (MRSs) between Online and Traditional Classroom Learning

Andy Walter, University of West Georgia

What are the benefits and challenges of utilizing MOOCs as a professional development platform for in-service science educators? Fifteen middle grades science teachers and four university facilitator-designers engaged in the Teaching Online Open Learning MOOC developed by Georgia Virtual School. Multiple sources of data were used to build a descriptive case and to search for themes. This presentation will conclude with a discussion related to design considerations for incorporating MOOCs into K-12 science PD.

Assessing Technological Pedagogical Content Knowledge (TPCK) in Online Teaching

Jolie Kennedy, University of Minnesota

This session describes the outcome of a self-assessment activity designed to examine the technological pedagogical content knowledge (TPCK) of online instructors. The session is intended for attendees who are interested in better understanding how to systematically interrogate their own online teaching practices. It provides an introduction to reflective practice, self-study as a genre of action research, and ways to examine one’s own TPCK in action. Implications for professional development in post-secondary online teaching are discussed.

165. DDL - TPCK and MOOCs 1:00 pm to 2:00 pm 3rd Level - River Terrace 2
Facilitator: Yu-Hai Ching, Boise State University

Presenters
Improving Middle Grades Science Teachers’ Online and Blended Teaching Using MOOC-Delivered PD

Kim C. Huett, University of Georgia; Jason Huett, University of West Georgia; Phoebe Balentine, University of West Georgia; Andy Walter, University of West Georgia

What are the benefits and challenges of utilizing MOOCs as a professional development platform for in-service science educators? Fifteen middle grades science teachers and four university facilitator-designers engaged in the Teaching Online Open Learning MOOC developed by Georgia Virtual School. Multiple sources of data were used to build a descriptive case and to search for themes. This presentation will conclude with a discussion related to design considerations for incorporating MOOCs into K-12 science PD.

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166. DDL - The Retention War and Video Conferencing 1:00 pm to 2:00 pm 3rd Level - River Terrace 1
Facilitator: Stefe Feinman, University of Memphis
Presenter
The Retention War: Increasing retention rates in distance education courses through video conferencing

Chris Smith, Western Piedmont Community College

This concurrent session will review a multitude of possibilities for increasing interactivity, communication, and retention rates among distance education students through video conferencing technology. Modern video conferencing technologies offer more possibilities than a simple video chat shared between individuals or groups. Learn how instructors and students are taking advantage of the new features for mentoring, e-tutoring, advising, counseling, and active learning on multiple levels in this hands-on video conferencing session.

167. Featured Research - Analyzing Online Discussion Activity: Using Social Network Analysis with Learning Analytics Approach (KSET) 1:00 pm to 2:00 pm 3rd Level - Boardroom 4
Facilitator: Hyejin Park, University of Georgia
Presenter
Analyzing Online Discussion Activity: Using Social Network Analysis with Learning Analytics Approach

Jeesom Joo, Ewha W. University; Il-Hyun Jo, Ewha Womans University; Yeonjeong Park, Ewha Womans University; Hyunyeon Lee, Ewha W. University; Hanall Song, Ewha W. University

This study analyzes students’ interaction patterns in an online discussion forum by using log files left in the LMS. By using Social Network Analysis (SNA) and learning analytics approach, the centrality of participants, their networking patterns, characteristics of networks among multiple topics, and changed patterns by time are being reviewed within a case study. The instructor’s initiation, students’ autonomy to select topics, together with the use of sample essays influence the online discussion patterns, which is effectively illustrated by SNA results.

168. GSA - Building up your CV: From Doc Student to Tenure-Track Faculty or Industry Professional 1:00 pm to 2:00 pm 3rd Level - City Terrace 12
Facilitator: Larry Cox, II, Virginia Tech University
Presenter
Building up your CV: From Doc Student to Tenure-Track Faculty or Industry Professional

Rick West, Brigham Young University; Fehit A. Inan, Texas Tech University; Jennifer Baumans, Quicken Loans; Deborah L. Anthony, Hewlett Packard

One of the difficult questions for a doctoral student to answer is, “Did I do enough as a student to qualify for a tenure-track faculty position or career in industry?” Join professors and industry professionals as they identify actions you can take to lay the foundation for a rewarding career.

169. INTL - Faculty Job Search Strategies for International Students: Beyond the CV and Cover Letter 1:00 pm to 2:00 pm 3rd Level - St. John’s
Facilitator: Robert Doyle, Harvard University
Presenter
Faculty Job Search Strategies for International Students: Beyond the CV and Cover Letter

Amy S. C. Loh, Seunglok Paek, University of Hawaii at Manoa; Adriana D’Alba, University of West Georgia; Ayesha Sadaf, Ball State University; Danilo M. Baylen, University of West Georgia

This is a follow-up session from the one held in Anaheim last year. It brings together a panel of instructional technology faculty members (originating from Taiwan, South Korea, Mexico, Pakistan and Philippines) who were former international students in American universities. The panel members will describe and discuss key factors and experiences that supported the successful outcome of their faculty job searches. Also, they will address the challenges of building a strong curriculum vitae, job interviewing, and professional networking.

170. LDC - Leading Change: Imagining a Renewed AECT Annual Conference Designs with Members 1:00 pm to 2:00 pm 2nd Level - Grand 1
Facilitator: Eugene Kowch, University of Calgary - Faculty of Ed
### 171. MPD - Game Design Research

**Facilitator:**
1:00 pm to 2:00 pm

**Presenter**
- Jiaming Cheng, Boise State University,
- MJ Bishop, University of Georgia,
- Fengfeng Ke, Florida State University,
- Sungwoong Lee, University of North Carolina Wilmington

**Abstract**
Design research for Non-Playable Characters (NPCs) incorporates new ways of understanding human-computer interaction. Contrary to human participants, NPCs are constructed to engage and interact with the player. This session highlights the key findings of a latent class analysis of risky online behaviors among 825 eighth graders in Hong Kong. Two distinctiveness distinguished patterns (high-risk versus low-risk) were identified from six types of risky internet behaviors (plagiarism, hacking, pornography, unauthorized use, internet stickiness, and cyber-baiting). Problem-behavior theory was applied to discuss the personal (attitudes towards internet use) and environmental factors (parenting styles, family atmosphere, peer influence) associated with the high-risk pattern.

### 172. PS - Constructive Articulation between the Sciences of Learning and the Instructional Design and Technologies Communities

**Facilitator:**
- Michael Hannafin, University of Georgia

**Presenter**
- Daisyane Barreto, University of Georgia

**Abstract**
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### 173. RTD - A Latent Class Analysis of Adolescents’ Risky Online Behaviors

**Facilitator:**
- Jiyoung Jung, Indiana University Bloomington

**Presenter**
- A Latent Class Analysis of Adolescents’ Risky Online Behaviors Chi-Keung Chan, Hong Kong Shue Yan University; Alan Hook-kai Yuan, The University of Hong Kong; Wilfred W.F. Lau, The University of Hong Kong; Albert K. M. Chan, The University of Hong Kong

**Abstract**
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### 174. RTD - Mobile Assisted Language Learning

**Facilitator:**
- Patrice Hale, Morehead State University

**Presenter**
- Mobile Assisted Language Learning “MALL” in Higher Education: A Literature Review Silvia Rehulina Ginting, Northern Illinois University; Ph-Sui Hsu, Northern Illinois University

**Abstract**
The area of study involving the use of mobile assisted language learning “MALL” is gaining more attention and needs further research. The purpose of this study was to investigate the trends of MALL in higher education by conducting a meta-analysis of peer-reviewed journals from 2000 - 2013. The findings showed not only the trends of MALL in higher education, but also the gaps in the literature.

### 175. RTD - Technologies and Strategies and Open Education

**Facilitator:**
- Minkyoung Kim, Indiana University

**Presenter**
- Clicker Use as Instructional Strategy: Effects on Student Engagement and Achievement in a College Course Lars Leader, Valdosta State University; Abul Sheikh, Abraham Baldwin Agricultural College

**Abstract**
We will describe the impact of clicker-aided classroom instruction on student engagement, achievement, and learning experiences in an open-enrollment college digital literacy course. Clicker-aided instructional strategies made use of questions integrated with the lesson content. Two instructors each taught two course sections with use of clickers and two sections without clickers. In a time series design, the students instructed with clicker use had significantly higher achievement and reported engagement on content requiring higher-order thinking.
Effects of Students’ Characteristics and Locus of Control on their Satisfaction with Online Distance Education and their Learning Outcomes: An Empirical Study of JMU Students

Shuyan Wang, and Multiple Linear Regression methods were used to explore the relationships among the different variables. Descriptive statistics, Pearson correlations, and multiple linear regression methods were used to detect the correlations and analyze the relationships among different variables. Detailed results of the study are presented later in the document.

Using Moodle in Teacher Education Programs in the Faculty of Education, Ningxia University

This presentation focuses on an evaluation of using Moodle in teacher education programs in the faculty of education at Ningxia University. The purpose of the study is to conduct a survey examining issues concerning student ICT usage and user satisfaction of Moodle. The findings demonstrate that there are significant differences between the three programs of student-teachers in ICT usage and user satisfaction of Moodle. Implications of the findings will also be discussed.

Using a Social Media Platform for Online Collaborative Reflection by Teacher Candidates

Raymond Flores, Texas Tech University; Daniel G. Krutka, Texas Woman’s University; Katherine Mason, Wichita State University; Daniel J. Bergman, Wichita State University

The purpose of this study was to investigate the feasibility of using a social media platform (i.e., edmodo) for collaborative reflection by teacher candidates (TCs) and to analyze the nature of comments and interactions, and TC perceptions. Participants included 77 middle/secondary TCs from a midwestern university. Findings indicated that TCs grew professionally from peer-to-peer interactions, and appreciated the influence afforded to them through social media.

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Thursday, November 6

185. CLT - Problem Solving with Games
2:15 pm to 3:15 pm
3rd Level - City Terrace 05
Facilitator: Denise Tolbert, National University
Interpreting Aesthetics Of Games & Evaluating Its Effect On Problem Solving Using Visualization Theory Dashi Gupta, University of Calgary; Beaumie Kim, University of Calgary
Digital game based learning is often associated with problem based learning since games offer opportunities to take on new and varied experience worlds through problem solving. Using visualization theory, we suggest that aesthetics of gaming environments stimulate learners' critical thinking and problem solving skills by sparking their interest in the content. Through an example we elucidate how aesthetic experiences serve as emotional anchors and provide learners with a sociocultural context to facilitate deeper engagement and learning.

Playing It Forward: Examining the Motivation to Learn with Games while Driving Civic Engagement Susanne Erszmann, Indian River State College; Bodi Anderson, Indian River State College
Applying the philosophies and research of Hammond (1916), Ryan-Hyde (2000), Owens Jr. (2013), Jones (2008), Squire (2003), De Castelli et. al. (2007), this presentation examines the empowerment of learners. Digital Games infused with social constructivism and connectivism, now also offer a dimension to drive civic engagement. This presentation will offer an overview of the model, a discussion of the research methods, data collection and analysis, and implications for future research and practice.

Understanding the Nature of Interaction in a Microblogging-Based Learning Community Fei Gao, Bowling Green State University
The purpose of the study is to understand how people interacted during a synchronous chat session in a popular microblogging-based learning community by exploring the patterns of interaction, content of interaction, and types of interaction. In addition, social networking analysis was used to examine the structure of the microblogging. The findings from the study serves as a basis for future research on how to design microblogging-based learning communities and how to optimize learning experience in such environments.

186. D&D - Case-based Learning Experiences
2:15 pm to 3:15 pm
2nd Level - Grand 3
Facilitator: Eunju Ju, State University of New York – Canton

Designing Case-based Learning Experiences for Pre-service Teachers in a Teaching Methods Course Sungwon Shin, Indiana University; Thomas Brazil, Indiana University
The purpose of the design project was to develop and implement case-based learning experiences for pre-service teachers to support their learning of instructional strategies and classroom management. An instructional designer and a methods instructor went through an iterative process of designing, implementing, evaluating, and redesigning to create the most meaningful and effective learning experience. We hope to share and discuss our design experience with other instructional designers and teacher educators.

Supporting case reuse of practitioner experiences in a STEM course Andrew Tawfik, Concordia University Chicago; Rebecca Trauman, Algionquin College
Problem-solving may be supported through narratives of ill-structured experiences. This study represents the initial findings of a work-in-progress study as we evaluated the efficacy of a case library that supported students as they resolved an ill-structured biology problem. Results of the t-test revealed statistically significant differences between the mean number of identified issues in the unsupported, supporting reasons, and mean number of solutions proposed between the unsupported and case library conditions.

187. D&D - Design and Development of MOOCs
2:15 pm to 3:15 pm
3rd Level - Clearwater
Facilitator: Wei Zhang, Florida State University

Presiders
The MOOC-within-a-course: Designing a Professional Development MOOC as Part of a Graduate Level Course Experience Vanessa Dennew, Florida State University; Jyve Bong, Florida State University
This presentation shares the process, artifacts, and outcomes of a four-year professional development MOOC that was designed and delivered by an instructor and graduate students enrolled in a for-credit seminar on open learning. Graduate students learned about MOOCs while engaged in module development, and then assisted in MOOC facilitation. In this manner, the MOOC supported the learning processes of two distinct set of learners.

My MOOC, my SMOOCH: Experiences from two massive courses Brad Hokanson, University of Minnesota; Morris McCluskey, University of Minnesota
MOOCs are a growing trend in online learning; in most cases they are economically unsustainable. A SMOOCH is a for-credit, economically viable, targeted form of MOOC. SMOOCH currently stands for Summer Massive Online Open Course. The development of the SMOOCH was offered in February 2014 with an enrollment of over 30,000; the SMOOCH went live in June 2014. The SMOOCH model offers students academic opportunity and institutions a financially viable model for online learning and changing higher education. The experience of developing and process of implementing both will be presented along with data on student learning and engagement.

188. D&D - ISD Process Changes for A New Paradigm of Air Force Education and Training
2:15 pm to 3:15 pm
2nd Level - Grand 2
Facilitator: Hyunjung Ju, University of Georgia

ISD Process Changes for A New Paradigm of Air Force Education and Training Charles Morgan Reigeluth, Indiana University
The U.S. Air Force is moving its education and training systems from the sorting-focused, standardized paradigm to the learning-focused, customized paradigm. This requires massive changes in its ISD process guidance. This presentation describes the results of an Air Force initiative to make such changes, which include a holistic rather than piecemeal design process; just-in-time analysis; a holistic sequence of instruction; guidance for learner-centered, project-based instruction; and a distinction between learner objectives and designer objectives.

189. D&D - The Instructional Design Profession
2:15 pm to 3:15 pm
2nd Level - Grand 1
Facilitator: Mahan Moallem, UNCIF

Presenters
A Job Announcement Analysis of Educational Technology Professional Positions: Knowledge, Skills, and Abilities Albert Dieter Ritzhaus, University of Florida; SungJu Kang
The purpose of this research was to identify the competencies of an educational technologist via a job announcement analysis. Four hundred job announcements were collected from a variety of databases. Following an emergent theme analysis, we derived 176 knowledge, skill, and ability statements from the job announcements themselves. We coded the frequency to which the competencies occurred in each announcement and summarized the results. Results suggest educational technologists must be competent in areas of practice.

Great Expectations: An Examination of the Alignment of Graduate Students’ Expectations with their Professional Experiences Ginger Watson, Old Dominion University; Hillary Kapurwala, California State University; Heather Bragg, Jessica Reigl, Old Dominion University; Thomas Royce Wilson, Azusa Pacific University; Jill Stefanik, Old Dominion University
Graduate students entering Instructional Design and Technology (IDT) programs have expectations about the relevance of their education to their chosen field and future employment; yet no studies have specifically investigated these expectations. To address this research gap, the session presenters asked IDT students how their expectations aligned with their experiences in the IDT classroom and in the IDT workplace. Findings from the first year of an ongoing study provide insight for administrators and faculty.

Thursday, November 6
190. DDL - Assessing Practice and Online Modules
2:15 pm to 3:15 pm
3rd Level - River Terrace 2
Facilitator: Tom Herayst, St. Cloud State University
Instructors’ Perspectives on Online Assessment
Practices: A Qualitative Investigation by Liyan Song, Towson University
The purpose of this research was to understand online instructors’ perspectives on assessment practices within online environments. Nine online instructors from seven institutions were interviewed for this grounded theory qualitative research. The findings indicated that the three main aspects are involved in online assessment practices: student learning, instructional design, and interaction. In addition, the findings suggested that unique characteristics of online environments along with instructors’ epistemic beliefs have an impact on course design and delivery.

Developing Authentic Assessments for Online Learning Modules Shannon L. Cooper, Indiana University; Matthew Holley, Indiana University; Scott Renshaw, Indiana University; Jennifer Barba, Indiana University
This session explores the integration of authentic assessment practices within the development of online modules in the Family Medicine Clerkship to deliver curricula related to health disparities and motivational interviewing. This presentation will describe the development of the online modules and corresponding assessment tools using best practices in teaching and learning, adult learning, and instructional technology.

191. DDL - Protocols Supporting Learning and Productive Online Interaction
2:15 pm to 3:15 pm
3rd Level - River Terrace 3
Facilitator: Mark Pearson, Earlham College
Presenters
Developing critical discussion posts: Students creating productive online interactions Robert C. Kleinsasser, Arizona State University; Yi-Chun Hong, Arizona State University
In this presentation, we use student generated data to uncover what students think of online productive social interactions are. We seek to demonstrate how students develop their own rules for discussion posts, describe their catalysts to create a foundation for online interactions that promote collaborative group work, and promote their application, analysis, synthesis, evaluation, and creation of course content, student experiences, and student interactions.

Exploring the Use of Protocols to Support Learning in Large Online College Courses Aimee deNoyelles, University of Central Florida; Baiyun Chen, University of Central Florida; Kathie Holland, University of Central Florida
The purpose of this research study was to examine the influence of protocols on asynchronous discussions in large online classes. Three protocols were developed and implemented in a video-streaming course with 450 undergraduate students. Our goal was to explore the potential of protocols to enhance the social, cognitive, and teaching presence of students engaging in online discussions. These findings may enable educators to provide more interaction and richer learning in these challenging, large-size online courses.

192. DDL - Self-Regulation Online and F2F in PBL
2:15 pm to 3:15 pm
3rd Level - River Terrace 1
Facilitator: Yeol Huh, Indiana University Bloomington
A Comparison of Learner Self-regulation in Online and Face-to-face Problem-based Learning Courses Christopher Glenn, University of St. Francis A posttest-only, quasi-experimental study was conducted to investigate the effect of two problem-based learning environments on students’ self-regulation of learning and students’ level of cognitive load. The study involved 40 graduate nursing students from two nursing courses where problem-based learning was the principal method of instruction. Twenty students from an online course and 20 students from a face-to-face course received one ill-structured problem weekly in their respective courses over the 4-week duration of this study.

193. DSC - Redefining program design
2:15 pm to 3:15 pm
3rd Level - City Terrace 07
Facilitator: Hoyet Hempbell, Western Illinois University
Redefining program design: Designing systemic change by department Michael Menchaca, University of Hawaii; Arianna Eichberger, University of Hawaii at Manoa; Katherine Fulford, Curtis Ho, University of Hawaii at Manoa; Ellen S. Hoffman, University of Hawaii - Manoa; Peter Leong, University of Hawaii-Manoa; Meng-Fen Grace Lin, University of Hawaii; Paul Mc Kinney, University of Hawaii, Manoa; Seangoh Paeke, University of Hawaii at Manoa; Matthew Schmidt, University of Hawaii, Manoa; Christine Sorensen, University of Hawaii at Manoa
The Department of Educational Technology at the University of Hawaii at Manoa realizes our programs need to evolve. To address systemic programmatic change and redesign, our department has engaged in a whole department design process. This process is complex, requiring buy-in, collaboration, and commitment from all. This panel discussion will provide a dialog and forum for our department to share its experiences in this change and design process.

194. GSA - How do I Form a Research Question? What is a Research Agenda?
2:15 pm to 3:15 pm
3rd Level - City Terrace 12
Facilitator: Holly Handley Langille, University of West Florida
Presenters: Wilhelmina Savoye, Arizona State University Andre R. Denham, University of Alabama Ganze Ozoeg, Arizona State University
As graduate students we need to create a research agenda, but what should we consider and what should it look like? Our presenters will discuss how to use your short and long-term goals to orient your research and ways to advance your agenda through coursework and other academic pursuits. They will also discuss how to formulate research questions to align with your research agenda.

195. INTL - International Forum
2:15 pm to 3:15 pm
3rd Level - St. John’s
Facilitator: Chih-Ihsiang Tu, Northern Arizona University
Presenters: Linda Fang, ICEM Abdulkadir Kurdenich, Anadolu University Ara Bozkurt, Anadolu University Turkey Mesut Aydemir, Phd Candidate Hasun Ucar, Anadolu University
International Forum Chih-Ihsiang Tu, Northern Arizona University
This 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 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. This forum will be presented by a panel of international members discussing “e-learning” in their own countries, emphasizing the goals of their nations, current and future development, activities, research, government support, etc. One major theme for this year is cross cultural online communication and global learning community. This theme includes several topics: online learning community; the issues and challenges of online cross cultural learning; identifying effective strategies to enhance cross cultural learning; social interaction, etc. The forum will be a panel composed of 4-6 international members invited by the facilitator. Each panelist will have 10-15 minutes to present. There will be opportunity for audience participation. After this 60 minute forum, each panelist will be able to meet with any conference attendant for further discussions on specific questions and issues and/or collaborative work opportunities at the International Hospitality Center. A designated wiki website will be created to facilitate this forum. The site will contain the presentation topics, the contact information of the presenters, and the presentation materials (handouts, slides, publications, etc.).

196. IVLA - Exploring Visual and Media Literacy
2:15 pm to 3:15 pm
3rd Level - City Terrace 04
Facilitator: Karen Kaminski, Colorado State University
Presenter
Trends in Visual and Media Literacy Research and Practice: Visualizing Learning for the Next Generation Danilo M. Baylen, University of West Georgia; Adriano D’Alba, University of West Georgia
This session will describe research and practice on visual and media literacy (VML). It will outline the connection between theory and practice and will provide ideas on how to integrate VML in K-12 and higher education curriculum. Focusing on practice, it will discuss models of integrating VML-based tools/resources. It will provide a range of perspectives on how to use and integrate tools/resources to promote literacy at all levels with differentiated levels of guidance.

[IVLA] 21st Century learners require new literacy skills to analyze, comprehend, select, and create communications in...
diverse media. This session explores a variety of trends in research and in practice to help explain the literacy landscape for learners today.

197. MPD - Game Research
2:15 pm to 3:15 pm
3rd Level - City Terrace 68
Facilitator: Michae Gideon Modell, Indiana University/Grif Strategies, Inc.

Presenters
Assessing play-learners' performance in serious game environments by using in-situ data: Using Eye Tracking for Serious Game Analytics
Jaechwan Byun, Southern Illinois University Carbondale;
Christian Loh, Southern Illinois Univ Carbondale;
Ting Zhou, Southern Illinois University Carbondale
Eye tracker devices can record play-learners' eye movements and provide data on where the play-learners is looking while interacting with the game environment. Eye tracking, therefore, can be an effective method to collect the in-situ game data created by tracking and recording play-learners' behavior and performance in a serious game environment. This study investigates how the eye tracking method can be used for serious game analytics in role-playing genres.

Fostering 21st Century Skills, Creativity, and Motivation in a Video Game Design and Development Summer Camp Lucas Jensen, The University of Georgia; Daisynare Barrero, Georgia GameWorks
GameWorks is a week long camp experience for middle and high school 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 and receive direct, honest feedback on their work. Over six years of the GameWorks experience, we have conducted observations and surveys to determine what skills and creativity theories the campers employ in the design of these concepts.

On Myths and Theories: International Perspectives on a Solid Research Program for Learning, Design, and Technology Jerome J. Van Merrienboer, Maastricht University; Jan Elen, CIP&T, KULeuven; Paul Kirschner, Open Universiteit Nederland; Richard Clark, University of Southern California; Michael Hannafin, University of Georgia; M. David Merrill, Retired Utah State University
Theory development in educational communication and technology is extremely difficult. Reasons include both the field’s and education’s intrinsic complexity, the troublesome transition from descriptive to prescriptive theory, and the fast pace of technological developments. Consequently, new developments are often driven by myths and assumptions rather than evidence-informed theory. The aim of this presessional session is to discuss international perspectives on how to establish a solid research program for learning, design, and technology.

199. RTD - Design, Learning, and Self-efficacy in Social Networking
2:15 pm to 3:15 pm
2nd Level - Grand 7
Facilitator: Paige Hale, Morehead State University
Extra-curricular Design Learning: Emergent Critique in Learners on Facebook Craig D. Howard, Texas A&M Texarkana; Colin M. Gray, Iowa State University
We studied how learners use Facebook groups to engage in critique outside of class. Data included 4558 status updates and 15273 comments from 160 students. Analyzed discourse practices within groups and across groups created a participation coefficient representing the level of reciprocity in critique, quantifying requests for critique in relation to critique given to others. Results include a description of a hidden curriculum of interaction in informal design critique.

Social Networking and Internet Self-Efficacy Zhiyu Sun, The Ohio State University; Michael J Glassman, The Ohio State University
There is often an assumption among Internet users that if they can successfully Tweet or “Facebook,” they would have higher level capabilities for using the web to solve sometimes difficult problems. Current research suggests that basic internet skills (i.e., communication) may not lead to advanced skills necessary for more complex problem solving. This research investigates factors related to development of self-efficacy in Internet skills in and outside of educational contexts.
Integrating Educational Twitter Live Chats into Teacher Education Classrooms Tom Luo; Ohio University; Jamie Smith, Ohio University Twitter live chats have recently gained considerable attention from practitioners and scholars, but pertinent empirical research has been minimal. This paper provides a delineation and examination of a series of instructor-designed learning activities through which pre-service teachers participate in educational Twitter live chats. Students overall favored the live chat experience and perceived multiple professional and educational benefits of these activities, though challenges due to unfamiliarity with the live text format arose. Pedagogical implications are discussed.

204. TED - Teacher Beliefs and Concerns
2:15 pm to 3:15 pm
3rd Level - City Terrace 10
Facilitator: Xiaokai Jia, Indiana University
Presenter
A One-to-One and OER Initiative: What are Teachers' Concerns and Levels of Use Two Years After Implementation? Carmen Weaver, University of Memphis; Clif Minis, University of Memphis Join us as we continue to explore a one-to-one and OER program from the point of view of the teachers' responsible for implementation. We look at the concerns and levels of technology use by the teachers and specifically at the impact made by professional development for technology integration. This presentation represents the findings of Phase 3 of a longitudinal study.

205. TED - Tools for Success
2:15 pm to 3:15 pm
3rd Level - City Terrace 10
Facilitator: Ronda Dorsey, Lumen Learning/Indiana University - Bloomington/Chadron State College

Thursday, November 6

207. Leadership Development Committee Meeting
2:15 pm to 3:15 pm
4th Level - Suite 4104

208. Nominating Committee Meeting
2:15 pm to 3:15 pm
4th Level - Suite 4106
Attendee: Marcus Childress, Baker University

209. Posters - Thursday
3:30 pm to 4:30 pm
3rd Level - Conference Ctr B
Participants:
P01 CLT: Designing Counter-Narratives: Critical Race Theory and Online Learning Xetarah Woody, New Mexico State University
This poster session will provide viewes with information about a research project that is examining the use of critical race theory (CRT) as the basis for designing online learning environments. The presentation will include a review of the literature, historical research studies, and preliminary findings from the presenter's current research on the subject. There will also be an opportunity for viewers to leave their own questions and suggestions on the direction for continued research.

P02 CLT: Digital Storytelling and Activity Theory Hitoshi Susono, Mie University
Katsuki Suzuki, Graduate School of Social and Cultural Science, Kumamoto University
Yoshiko Goda, Kamamoto University
Digital storytelling (DST) learners create their stories in constructivist learning environments (CLEs). Digital storytelling is based on constructivism, and Vygotskin activity theory can be applied to digital storytelling. In the activity theory triangle, “subject” is a learner, and “object” is a story. Learners can use various digital “tools (artifacts)” such as a digital camera, a computer, and movie-editing software. Expansive activity system by Engeström gives us a helpful hint for understanding the processes used by DST learners in classes and communities.

P03 CLT: Factors Impacting Technology Integration in Higher Education: Computer Self-Efficacy and Barriers to Technology Integration Yung Liu, University of Georgia
Although barriers to technology integration can be categorized differently, many of studies identify similar barriers that generally include six common factors. Besides, research indicates that there is an interplay between computer self-efficacy and those factors. This study seeks to review and identify common factors drawn from barriers to technology integration as well as examine their influences and influence on faculty use and integration of technology. Discussion and implications of this study are also presented.

P04 CLT: Reducing the Achievement Gap for Elementary English Language Learners through an After School Program Diego Rouda, University of Georgia
The purpose of this poster is to (1) present a one-on-one tutoring model for pre-service teachers and Elementary English Language Learners (ELLs), and (2) discuss a conceptual framework for tutoring culturally and linguistically diverse students through afterschool programs.

P05 CLT: Synthesizing Assessment of Collaborative Learning in Computer Supported Collaborative Learning Environments (Quying Zhang, University of Miami)
This study proposes a conceptual framework to better understand assessment of collaborative learning (ACL). The framework includes three aspects: meta-level understanding, collaboration processes, and products of collaborative learning. We applied this framework to examine 35 empirical studies using CSCL environments in STEM education. The review suggests a refined framework, indicating that the meta-level understanding of CL is frequently assessed by surveys and technology platforms are mostly used to assess the processes and products of CL.

P06 D&D: A Design Case of a MOOC on the Coursera Platform: Challenges, Design Decisions, and Lessons Learned April Lynn Miller, John A. Dutton e-Education Institute, the Pennsylvania State University
Heng Luo, John A. Dutton e-Education Institute, the Pennsylvania State University
Ann H Taylor, John A. Dutton e-Education Institute, the Pennsylvania State University
The characteristics of Massive Open Online Courses (MOOCs) present unique challenges for instructional design. To address those challenges and disseminate design knowledge in the MOOC context, this study describes and discusses a MOOC precedent on the Coursera Platform as a design case. The design case demonstrates how critical decisions were made based on the analysis of the course characteristics and MOOC-related problems, and also summarizes the
P07 D&D: Afterschool Arts and Technology Education: Does It Increase Creativity And Problem Solving Skills In Children? Julia Pillier, University of North Texas
Jami Woychesin, University of North Texas

Art and Technology Institute (ATI) is an after school program that offers sophisticated learning in the areas of digital art and engineering. Learning is driven by the social constructivist theory and holistic approach. All sessions are project-based and conducted by utilizing an understanding by design model. Students begin new projects each trimester scaffolding objectives learned from the previous trimester. ATI engages students while allowing for active participation to create a real-world contextual environment for learning.

P08 D&D: College Students’ Experiences with group work in a technology-enhanced large-enrollment STEM Course Yan-Jeong (Eunice) Chang, University of Georgia

Though the STEM area is indicated as a critical domain for the development of higher-order thinking skills, classes tend to be presented in large, lecture-oriented classrooms. Providing group work and use of technology have been suggested as ways of improving large classroom instruction. Yet, the effectiveness of the group work in a large classroom setting has not been demonstrated. This study explored students’ learning experiences with group work in a large classroom course using a qualitative research method.

P09 D&D: The Mediating Effects of Prior Knowledge on Collaboration and Performance on A Complex Problem-Solving Task Jenay R Sermon, Florida State University - Instructional Systems
Aubteen Durah, 4623-C University Center, LSI
Rinku Suryavanshi, Florida State University - Instructional Systems

Collaborative learning is considered a useful and stimulating instructional strategy. Student prior knowledge and instructor facilitation may impact the quality of collaboration in learner activities. Meaningful collaboration can augment learning and counteract deficits, while enhancing individual performance. This study investigated the effects of prior knowledge on student contribution in a collaborative learning task, as well as the studied the mediating effects of collaboration on task performance in learners with low and high prior knowledge levels.

P10 D&D: Identifying the Relationship Among Students’ Creativity, Background and Experiences in Instructional Design and Technology Wei Qiang, Florida State University

Creative skill is important for students in instructional design and technology (IDT) field. Thus the purpose of this presentation is to describe a survey study of graduate students’ creative competency from a broad-based sample in the United States, and the relationships among their background characteristics, learning experiences, and their creative competency. The participants include both master and doctoral students in the top 21 IDT programs in the US.

P11 D&D: Impacts of Place-based Narrative Games on Student Interest and Learning of Climate Change Science Qingping Lou, University of South Florida
Glenn Gordon Smith, University of South Florida
Allan Feldman, University of South Florida
Ping Wang, U
Ora Tanner, University of South Florida

The Climate Change Narrative Game Education (CHANGE) project is developing an innovative prototype curriculum on Global Climate Change science that will be integrated into an elective Marine Science high school course. The prototype employs a model of place-based futuristic narrative fiction with gaming and simulation. Design-based research examines the project’s impact on student learning of climate science (including both climate change concepts and scientific and engineering practices), student attitude toward science, and teacher instruction of climate science.

P12 DDL: (Re)designing Engineering Distance Education: A Case Study Anne Skutnik, University of Tennessee Knoxville
Ondrej Chvala, University of Tennessee Knoxville

Research on engineering distance education coursework often overlooks the body of literature on best practices in instructional design found in colleges of education. This case study focuses on the redesign of an online undergraduate engineering course offered at a large research university incorporating best practices in online learning. In this study, we offer one example of how colleges of education and colleges of engineering can work together to maximize student learning in online instruction environments.

P13 DDL: Building Relatedness Through Hashtags: Motivation Within A Social Media Online Discussion Forum Lucas Jensen, University of Georgia

The purpose of this study is to investigate the motivation of students participation in an online discussion forum when it is moved from an LMS to a social media/Web 2.0-based learning environment created using hashtags. This study will focus on the use of a hashtag in a blended learning classroom as a means of group learning in a series of instructional technology courses for a required class discussion in an asynchronous online course.

P14 DDL: Examining the Relationship between Student Online Learning Behavior and Academic Achievement in a Learning Management System TAIHO YU, PURDUE UNIVERSITY
Adrie Koehler, Purdue University
Jennifer Richardson, Purdue University

The purpose of this study is to investigate more meaningful variables for learning analytics through an educational technology approach. Exploring learning analytics using this approach can help students improve their learning achievement continuously in online learning environment. Online learning behavior data will be collected, such as: a) total time spent in LMS, b) total login frequency in LMS, c) total access to content in LMS, and d) assignments submission.

P15 DDL: Increasing Motivation and Retention in Self-paced Tutorial Learning Environments Angel Kymes, Oklahoma State University
Penny Thompson, Oklahoma State University

In this poster session, the researchers will present findings and results based on an ongoing evaluation of the online, self-paced tutorials produced by a national training company for computer graphics and animation professionals. By reviewing user data and analytics and post-training surveys, the researchers found points for intervention or assistance. This study investigates the factors contributing to motivation and retention in this specific environment, making application to other self-paced learning environments.

P16 DDL: Investigating the effects of employing weekly reminders on students’ self-regulation skills Murat Kuruçay, Texas Tech University

Two separate studies were conducted to examine the effectiveness of weekly reminders on self-regulation skills; 103 participants in the first study, 91 participants in the second study. Weekly reminders (email, announcing and least) were implemented. Self-regulation skills were the dependent variable. The treatment group in the Study II expressed their perceptions about the weekly reminders. Results showed no significant difference among the groups in terms of self-regulation skills; however, students expressed that weekly reminders were helpful self-regulation and achievement.

P17 DDL: What do they click next? Evaluating the design of online self-paced tutorials Angel Kymes, Oklahoma State University

In this poster session, researchers will present findings and results based on an ongoing evaluation of online, self-paced tutorials produced by a national training company for computer graphics and animation professionals. In these environments where computer experts with less formal training in Instructional Design create tutorials, how do they design products which follow existing theoretical models of instructional design? Recommendations for a variety of online educational situations will be discussed.

P18 DPC: Case study to improve pre-licensure nursing students’ clinical judgment using technology-rich high fidelity simulation Abbot L. Packard, University of West Georgia
Betty Ivey, University of West Georgia
Lesell (Marty) Martiny Bray, Forsyth County Schools
Cynthia Epps, University of West Georgia

Are nursing graduates able to make clinical judgments in a field where patients’ health issues are becoming more complex? A change is needed in nursing education to prepare nurses to become competent (Benner, SuePhen, Leonard & Day, 2010; de Bueno, 2005). This is a case study, with pre-licensure nursing students, using a high-fidelity simulation lab to provide an opportunity to develop clinical judgments in a safe environment.

P19 ICEM: Examining Videogame Feedback Loops as Support Structures for Authentic Assessment Hannah R. Gerber, Sam Houston State University
Sandra Schrammbo Abrams, St. Johns University

This poster presentation highlights data from interrelated studies that draw attention to the feedback structures inherent in videogame environments. Juxtaposing data with teaching methods, this poster presents research that has direct implications for the inclusion of authentic assessments in the classroom.

P20 INTL: Exploring Chinese Students’ Attitudes and Acceptance of Mobile Learning Zheou Guo, The University of Alabama
Angela Benson, The University of Alabama

This mixed-methods study seeks to explore Chinese international students’ attitudes and acceptance of mobile learning in American universities. The UTAUT survey will provide the initial data for this study. Following the survey, individual in-depth interviews will be conducted. The findings from this study will provide university administrators and educators useful information on Chinese students’ usage of mobile learning, on their perceptions of mobile learning, and on student acceptance factors into mobile learning.

P21 LJC: District Level Technology Leaders as Agents of Change Elizabeth Moody, Valdosta State University

This presentation will provide district level technology leaders with a framework useful for presenting, promoting, and implementing the use of mobile learning tools. The focus of the presentation will be on the cultivation of a culture of mobile learning by district level technology leaders. This presentation will provide strategies for educators to use as they help to develop and sustain a culture of mobile learning in their schools.
P24 RTD: Socializing and Play with Social Media and
related to students’ adoption of social media and
socializing-and-self-presentation-relative activities
were more likely engaged in information processing-
and socializing-and-self-presentation-relative activities
while studying. We found that the number of students’
ICT ownership did not influence students multitasking
behaviors and motivations.

P26 SICET: Comparing Factors Influencing Informal
Learning in the Corporate Workplace in China and
United States Yun Lauren Liu, University of North Texas
The purpose of this study is to understand what
informal learning is, how it occurs (common types
of activities that employees engage in), what factors
influence informal learning in a corporate workplace
and also compare the differences of those in China and
United States.

P27 SICET: How Does School Staff Cope with
Cyberbullying? School Principals and Teachers
Awareness and Coping Strategies Yin-Lan Chen, no
Chien Chou, no
This study employed a quantitative survey approach to
 gain a holistic understanding of how and what school
staff copes with student cyberbullying and found that
most teachers reported that some cell phone bullying
occurred in students, so our school staff and parents
need to pay much attention to children’s use of cell
phone. In addition, when school principals learned
about school bullying or cyberbullying, they usually
reported to school administrator, ministry of education,
or students’ parents. However, when teachers deal
with cyberbullying, only half of them would report
to school administrator, ministry of education, or
students’ parents. A possible explanation may be that
teachers think cyberbullying is not a big deal or they
do not know how to cope with the bullying occurred in
cyberspace. Future study should collect qualitative data
to further explore this issue.

P28 SMT: Deaf Education Teachers put Wizards to
Work: A Look at Creating Instructional Apps Becky
Sue Parson, Morehead State University
Researchers converted an original multimedia book for
Deaf children into a mobile app using a wizard style
development tool called AppShed. It was field tested
at a residential school for the Deaf. An in-service was
subsequently held so that teachers could create their
own apps with custom content without coding. Session
will show examples, interviews, training materials, and
survey feedback.

P29 I& P: The Instructional Design Lab: A New Way
to Design Quality Instruction Brihanka Thanuckan,
Ohio University
Mark David Riley, Ohio University College of Health
Sciences and Professions
Samuel Annal, Ohio University
Larry Hess, Ohio University
The Instructional Design Lab presents a way to identify
instructional problems and helps to design quality
instruction. The process consists of four phases that
help instructors identify the best methods and strategies
for integrating educational technology. A diagnostic
instrument is used to identify the learning objectives,
the intellectual skills to be learned, the teaching
styles of the instructor, and the role of technology in
pedagogy. These factors are combined to help design
better instruction. The process will show examples,
interviews, training materials, and survey feedback.

P30 VW: Gamification in the College Classroom
Pastore, University of North Carolina Wilmington
Brian Brandenburg, University of North Carolina Wilmington
Colin Taper, University of North Carolina Wilmington
This poster session describes a research study on
gaming and simulation elements being put into a
college classroom during the spring 2014 semester.
Elements include digital badges, use of experience
points instead of grades, and levels of achievement
to fulfill assignment requirements.

210. Roundtables - Thursday
3:30 pm to 4:30 pm
3rd Level - Conference A/C

T91 AECT: Publishing in JAID, the Journal of
Applied Instructional Design Wilhelmina Savoye.
T08 CLT: Examining Language Interventions to Support Open Online Courses (OOCs) that Cross National Borders Kwame Nii, University of Georgia
This interactive session will report the results of a preliminary investigation that examined evidence-based language interventions as best practices for enhancing access in the design and delivery of open online courses (OOCs) for students where English is a second or foreign language. Participants will be engaged in the discussion so that critical dialogue is guided by theories and practice of cognition, communication, and the design of online learning spaces related to global education access, culture, and language.

T06 CLT: Holler - A Social Learning Network Designed for Central Appalachia Bruce Parsons, Morehead State University
The Holler.org is a social learning network and online course delivery platform built to increase educational opportunities in filmmaking, photography, web programming, and mobile application development in Central Appalachia. This session will introduce the basic concepts of the site and its implementation thus far, as well as focus on cultural and regionally specific place-based education developed and delivered through online learning platforms.

T07 CLT: Mobile Games — No Unhealthy Distraction or Nothing More Than a Way to Pass the Time? Soomhwa Seok, Korea University
Bouventura Duconta, Solers Research Group
Carolyn Kinsell, Solers Research Group
The unprecedented growth of mobile devices has, in part, helped pave the way for research interests in how mobile games can be used as an effective way to support intellectual activities, social skills, and learning. The globalization of mobile devices and prolific popularity of games has also heightened concern for problematic behavior. This session is intended to facilitate discussion among those interested in mobile game research and the possible distraction these games may play in learning.

T08 CLT: Touching Our Way to Better Conversations: How Tablets Impact Cognitive Load and Collaborative Learning Discourses Christopher Ostowski, University of Calgary
Recently, interest in touch-based tablet devices and social learning has exploded around the world. With billions of dollars being invested, there is an urgent demand to develop the necessary supports for educators and technology leaders. The purpose of this paper is to discuss a conceptual framework that describes the effects of tablets on collaborative learning discourses by blending cognitive load theory and collaborative learning theory. Join us for a vibrant interactive discussion about what is already happening in classrooms around the world.

T09 DDL: An Evaluation Framework for Learning Analytics Dashboards (LAD) Yeongjun Park, Ewha Womans University
B-Hyun Jo, Ewha Womans University
Yexom Yoo, Ewha W. University
Youn-Joo Kim, Ewha Womans University
With the increasing availability of the educational data tracked from LMS, several remarkable case studies on Learning Analytics has taken a pedagogical approach by analyzing student’s learning patterns and displaying them in a dashboard format. In this study, we reviewed 10 Learning Analytics Dashboards throughout the literature review. An evaluation framework based on Few’s principles of dashboard design and Kirkpatrick’s four-level model were developed and utilized to analyze the cases and to find design implications for future refinement.

T10 DDL: Anatomy of a MOOC: Statistics in Education for Mere Mortals Lloyd Rieber, University of Georgia
The purpose of this presentation is to describe the design, development, implementation, and lessons learned from offering three sections of a massive open online course (MOOC) on the topic of statistics in education. This session will provide a broad overview of the course’s design and delivery and the presenter’s experience with the MOOC project.

T11 DDL: Badges in workforce education – The case of Certification in Humanitarian Logistics in Oxfam Jeroen Breman, Oxfam GB
Lisa Giacumo, George Mason University
Certificates and diplomas are highly valued in many parts of the world. The Certificate in HumanitarianLogistics (CHL) programme is a multi-year distance learning course. Programme completion rates in Oxfam are low; possibly due to the length of the programme and foremost because responding to the next humanitarian crisis is always more important than working on one’s personal development. This pilot project examines the effect of badges as motivators to keep learners on track.

T12 DDL: Cloud Computing: Reliability, Ownership, and Security Harvey Doyle, Emporia State University
Cloud computing is the solution to constantly updating technology. Three major issues exist - reliability, ownership, and security. The application of cloud computing to university learning has major impacts. University and other cloud computing users rely on their cloud data. What happens when the cloud is not available? Who owns the user’s cloud data? How is cloud data secured in cloud computing being trusted? Solutions will be provided and discussed in relationship to distance learning.

T13 DDL: Creating participatory online learning environments: A social learning approach revisited Kwame Nii, University of Georgia
Quincy Conley, Boise State University
Online learning has never been more popular than it is today. Due to the rapid growth of online instruction, many questions about the quality of online courses have been raised. Literature suggests that social presence, frequent participation and prescribed interaction are the vital components for a successful online learning experience for students. Thus, during this presentation, we will present new and established best practices to stimulate meaningful social interactions. This interactive session will report the results of a project examining the effect of badges as motivators to keep learners on track.

T14 DDL: Designing Learning Environments: Collaborative Online STEM Course Sharing EunBae Lee, University of Georgia
Joseph Pate, University of Georgia
Shenbha Zha, James Madison University
The learner-centered nature of STEM courses can be difficult to recreate online. This presentation will describe a design case study involving two partner institutions that chose to collaborate online as part of a STEM course sharing project. This is an interactive presentation that describes research and includes innovative technology demonstrations.

T15 DDL: Designing for Autonomous Online Learning Yu-Chun Kuo, University of Missouri-Columbia
Deanna Louise Cozart, James Madison University
This study investigated the relationship between self-regulation and help seeking preferences in an online undergraduate course Murat Kurucay, Boise State University
Fethi A. Inan, Texas Tech University
This study examined the relationship between learners’ self-regulation and help seeking preferences (no help, format help, and informal help). A total of ninety-one undergraduate students taking an online course voluntarily participated in the study. Online self-regulated Learning Questionnaire (OSLQ) was administered to measure self-regulation. Help seeking preferences were assessed via an online survey developed by the researchers. A Pearson product-moment correlation was computed. Significant positive correlation between help seeking preferences and self-regulation was found.

T16 DDL: Evaluation of Online Learning: Learners’ E-learning Experiences Yu-Tung Kuo, Purdue University
This paper was aimed to evaluate students’ e-learning experiences including their interaction with the instructor, classmates, course content and the interface of the adopted learning management system.

T18 DDL: How do you Evaluate your Pedagogical Usability? Carolyn Cannon-Deane, Montgomery County Community College
Joi Moore, University of Missouri
Usability addresses how intuitive interactions between an item and the user are as well as it investigates whether the intended action or response is received when the interaction is performed. Pedagogical usability denotes whether the tools, content, interface, and tasks of the learning environments support my rival learners in various learning contexts according to selected pedagogical objectives. This session will encourage discourse on how pedagogical usability can motivate technology adoption of courses.

T19 DDL: Investigation the relationship between self-regulation and help seeking preferences in an online undergraduate course Murat Kurucay, Boise State University
This study examined the relationship between learners’ self-regulation and help seeking preferences (no help, format help, and informal help). A total of ninety-one undergraduate students taking an online course voluntarily participated in the study. Online self-regulated Learning Questionnaire (OSLQ) was administered to measure self-regulation. Help seeking preferences were assessed via an online survey developed by the researchers. A Pearson product-moment correlation was computed. Significant positive correlation between help seeking preferences and self-regulation was found.

T20 DDL: Learning Analytics in the Use of Videos in an Online Course Wenyu He, World Campus, Penn State
Three types of videos are incorporated into an online law course: the lecture, the Q&A, and the voice-over. The roundtable will (1) present the video creation
process and its underlying principles, (2) show the navigation interface of videos and how the videos are connected to course design elements, (3) share the preliminary data, and (4) discuss the further application of learning analytics to understanding learner viewing behavior and use of the videos in learning.

T21 DDL: Online Course Revision for the Purpose of Accessibility Improvement Antonia Jokelova, Empire State College Center for Distance Learning A web-based online university, our center feels the necessity to make our courses accessible to all our students. In this practice proposal I will share the practical side of the process of improving course accessibility and the lessons learned from it. I will share challenges we faced when trying to make our courses ADA compliant and how we are overcoming them.

T22 DDL: Perceptions of Online Program Graduates: A 3-Year Follow-Up Study Michael Waugh, The University of Tennessee Jian Su Searle, The University of Tennessee, Knoxville This research proposal reports a follow-up study of eleven students who graduated in 2010 from the online MS in Instructional Technology (WebIT) program at the University of Tennessee. In Fall 2013, these students completed an online survey to share perceptions of their program experience regarding program attributes. The nature of their feedback was generally positive with few specific suggestions for program improvement. Discussion of results will be organized using the Community of Inquiry (CoI) model.

T23 DDL: Relationships between Online Faculty and Student Perceptions of Technology Usefulness and Actual Technology Use Cheryl Murphy, University of Arkansas Ronna Turner, University of Arkansas This research explores relationships between faculty and student perceptions of technology usefulness and actual technology use within online courses. Technologies explored include blogs, discussion boards, wikis, electronic journals, and web conferencing. The extent of technology use is collected within the course management system, and surveys identify where faculty and student perceptions of technology usefulness coincide and diverge. Findings from this study inform future use of technologies within online courses.

T24 DDL: Students' Facilitated Asynchronous Online Discussions for Learning about the Literacy Development Lariais Oleswua, George Mason University Lucia de Oliveira, Columbia University The study examines the potential of micro-level descriptive knowledge. We believe providing descriptive knowledge on each session can be beneficial for those wanting to replicate the similar efforts. A case study was utilized, and the findings are organized into a process and guiding principles of individual sessions.

T25 DSC: A Systemic Examination of Membership Involvement and Leadership Development Within AECT Jill Stenfanh, Old Dominion University Ginger Watson, Old Dominion University Gabrielle Blake, Old Dominion University Joshua Stana, Old Dominion University A needs assessment was conducted to identify what opportunities currently exist for members to take a more active role in the organization as well as solicit membership and current leaders for suggestions on how to improve membership involvement. Results from this study will be presented within a systemic lens that suggests how interventions can be developed that will forward the vision of AECT and elevate the field of instructional design.

T26 DSC: A case study on paradigm change in Ohio: Formative research for an individual session Scott Trepger, Indiana University Euldo Jung, Indiana University Minkyung Kim, Indiana University Charles Morgan Reigeluth, Indiana University In response to the need for paradigm change in education, Kim (2008) created a design theory called Transformative Dialogue for Public Education (TDPE). This paper reports on findings of the micro-level descriptive knowledge. We believe providing descriptive knowledge on each session can be beneficial for those wanting to replicate the similar efforts. A case study was utilized, and the findings are organized into a process and guiding principles of individual sessions.

T27 DSC: A case study on paradigm change in Ohio: Analysis of individual sessions Minkyung Kim, Indiana University Euldo Jung, Indiana University Scott Trepger, Indiana University Charles Morgan Reigeluth, Indiana University In keeping with the need for paradigm change in education, Kim (2008) created a design theory for paradigm change called Transformative Dialogue for Public Education (TDPE). This paper reports on findings of the micro-level descriptive knowledge. We believe providing descriptive knowledge on each session can be beneficial for those wanting to replicate the similar efforts. A case study was utilized, and the findings are organized into a process and guiding principles of individual sessions.

T28 INTL: 3D Simulation-based Learning for Highly Complex Engineering Systems: A Pilot Study of Top Students Linda Fang, Icem Hock Soon Tan, Temasek Polytechnic Chai Heng Chia, Temasek Polytechnic Shi Ping Khoo, Temasek Polytechnic This qualitative study investigates the impact of simulations-based learning (SBL) for highly complex engineering systems in Aerospace Engineering. Both SBL and non-SBL participants were given a post-intervention performance embossed at the top section of the data sets were interviewed. The SBL participants' data were conducted, profiles, discussion board comments, their perception of their motivation and learning orientation will be triangulated. The preliminary data suggests that SBL was effective in helping top scorers of an aerospace engineering program learn better.

T29 INTL: Antecedents of virtual identity suicide among online teachers Muhterem Dindar, Anadolu University Yavuz, Akbulut, Anadolu University This study investigated the reasons of Facebook non-use among pre-service teachers. A four-factor scale explained 53 percent of Facebook nonuse through 17 items. Temporary and permanent quitters were compared with regard to factors followed by semi-structured interviews with participants. Scale and interview results were similar, but novel predictors of nonuse were revealed. Implications for further research were included accordingly.

T30 INTL: Are Faculty Still Hesitant to Teach Online - The Need for Professional Development? Otto E. Benavides, California State University, Fresno Alice Keeler, California State University Educational institutions have moved to take advantage of the online learning opportunities. However, faculty appear to be hesitant to engage in this mode of instruction. Sometimes online education presents a fear for job stability and ownership of materials. In many instances moving a course to an online environment becomes a simple exercise in transferring course materials into PDFs and PowerPoint. With appropriate professional development faculty will be more willing to adopt this mode of instruction.

T31 INTL: Associate Degree Students' Views And Perceptions On A Distance Education English Language Course Nazife Sen, Anadolu University This study is aimed at determining the views and perceptions of associate degree students on a compulsory English Language course in a state university in Aegina Region of Turkey. Data were collected through a web-based survey consisting of three sections: 1. demographic questions 2. Liktert-type questions 3. open-ended questions. A level of 329 students out of 1712 completed the survey which constitutes nearly 20% of the whole population.

T32 INTL: Cyberfaking among online survey respondents Yavuz, Akbulut, Anadolu University This study implemented a repeated-measures design with the voluntary respondents of different online attitude scales. Participants were recruited through a gaming application within a popular online social network. Two online administrations were conducted to diagnose cyberfaking among 806 users. The data were merged into a single file to detect inconsistent responses which was conducted through matching individual responses with the nicknames. After the fakers and non-fakers were classified, they were compared with regard to their responses in attitude scales.

T33 INTL: Designing an Adaptive Open and Distance Learning System Emrah Emre OZKESKIN, Anadolu University Cengiz Hakan AYDIN, Anadolu University The goal of this presentation is to introduce the design principles of an adaptive open and distance learning environment (A-ODLE) that will be a part of dissertation study and to discuss theses pre-determined design principles with the participant who is interested in adaptive learning and these kinds of (TDPE). This paper reports on findings of the micro-level descriptive knowledge.

T34 INTL: Evaluation of Education and ICT Network (EBA) Based on Web Content Accessibility Guidelines 2.0 Ayse Aydin Akkurt, Anadolu University Turkey H. Mustafa Donmez, Anadolu University Turkey Murat Ataç, Anadolu University The purpose of this study is to evaluate Turkey's Education and ICT Network (EBA), an educational Web portal where e-content developed for FATIH project is published, based on Web Content Accessibility Guidelines (WCAG) 2.0. The study evaluated the accessibility of the e-content published on EBA by January 2014. The results of showed that although the EBA website conforms to most of WCAG 2.0 ‘A level, it still needs improvement at some points.
T35 INTL: Evaluation of Web-Based English Reading Activities for Adolescent English Language Learners: A Pilot Study 
Wun Chuan Tseng, Texas Tech University
Robert Dustin Florence, Texas Tech University
The purpose of the study is to assess how e-learning can be adjusted and applied to English language learners in Taiwan. The theoretical framework of Instructional Design and Technology aims to allow the EFL students to familiarize themselves with the self-monitoring strategy and to increase interactive opportunities in English outside of the classroom. The participants’ involvement in the reading project was observed. A survey was conducted to investigate the participants’ attitudes toward the project.

T36 INTL: Factors that Influence Diffusion of Mobile Devices in Higher Education 
Tatuleni I. Asino, Morehead State University
Mobile devices are used globally to meet everyday social life needs; however, the high rate of adoption has been slow in traditional sectors such as higher education. This study examines the dilemma posed by the wireless revolution occurring outside of school but not inside university lecture halls. Using Botswana and Namibia as a context, the question that this study seeks to answer is: what factors account for mobile device diffusion failure in higher education?

T37 [NR] IVLA: Traumatic Head Injury and Comic Books: Depictions and Attitudes 
Edward Francis Schneider, University of South Florida
The dangers of traumatic head injury, especially in sports contexts, have been a common matter for discussion in medical and scientific journals in recent years. This quantitative analysis of head injury in comic books looks at how earlier, cavalier attitudes were bolstered by media depictions.

T38 [NR] IVLA: Visual Literacy: Chinese Film and TV Programs in Shaping Children’s Lives in the US 
Yun Ma, University of Rhode Island
This research consists of a survey of Chinese film and TV programs for children. The investigator focuses on the children raised in Chinese origin families or families with children from China who have access to both Chinese and English film made in China, Taiwan, Hong Kong and US on the subject of China and Chinese. Semiotic theory is used to study the form and meaning of selected film and TV programs. Visual literacy is needed to train children, teachers, and educators in selecting, analyzing, and presenting the film to children to prepare them to be global and digital citizens. The investigator intends to provide a resource for Chinese Divison I student teachers using Mayer’s Cognitive Theory for Multimedia Learning as a framework. The discussion will be beneficial to individuals who work with student-athletes, incoming college freshmen, or special populations in a university setting. Those who face time constraints in training environments might also be interested in attending this session.

T39 KSET: iBooks Author: Potential, Pedagogical Meanings, and Implementation Challenges 
Jackie Heeoung Kim, Armstrong Atlantic State University
This session discusses Apple’s iBooks Author, an application intended for textbook writers and publishers to create e-textbooks. This session provides insight on why IBA will change how we teach and learn as well as IBA’s potential, controversial issues, pedagogical meanings, and implementation challenges of using it as a classroom textbook. The session includes lessons learned from the leading countries in implementing e-textbooks in the classroom, such as South Korea and Malaysia.

T40 MPD: Disney Connected Learning and the University of Georgia: Not Really Michael Orey, University of Georgia
This presentation will focus on a 5-year partnership between Disney Connected Learning and an interdisciplinary group from UGA. A complex assessment system was designed that undergirds many of the Disney games that children play online and via mobile. The team also collaborated with Disney game designers to help make games that were fun first and also involved learning. Games will be shown, pieces of the assessment system will be described, and logistics will be discussed.

T41 [NR] MPD: Perceptions of Turkish Pre-service Teachers Regarding Multimedia Learning Can Meye, anadolu university
Ozan Ogur DURSUN, anadolu university
The effect of positive emotions on learning achievement is mediated through the increased motivation. Thus, students’ motivational and emotional variables should be investigated in multimedia learning contexts. The questionnaire which was adapted from Antonietti and Giorgetti (2006) was used. We try to determine the opinions of pre-service teachers regarding multimedia learning. Researchers hope that the current study will guide teachers and instructional designers in terms of student opinions regarding multimedia learning.

T42 MPD: Scenario Based Training Videos to Engage and Enhance Learning in Freshman Division I Student-Athletes Nicole Jones, Morehead State University
Jonene Cook, Morehead State University
John Curry, Morehead State University
The roundtable session focuses on designing efficient and effective scenario-based multimedia training videos to engage and enhance learning in incoming freshmen Division I student-athletes using Mayer’s Cognitive Theory for Multimedia Learning as a framework. The discussion will be beneficial to individuals who work with student-athletes, incoming college freshmen, or special populations in a university setting. Those who face time constraints in training environments might also be interested in attending this session.

T43 MPD: Scenario as Training to Engage and Enhance Performance in Facilitators Working with Division I Student-Athletes Jonene Cook, Morehead State University
Nicole Jones, Morehead State University
John Curry, Morehead State University
This roundtable session illustrates the possibilities available for training workers using a scenario-based and of multimedia content. The advantages of multimedia are promoted by Mayer’s Cognitive Theory for Multimedia Learning and Iverson & Colky’s Scenario-based E-learning Design. The discussion will benefit those who train individuals for facilitator/mentor/organizational-type roles, especially those engaged in work with student-athletes or other special populations in a college or university setting.

T44 RTD: An Exploration of the Design of Mobile Assisted Language Learning Environments in Higher Education Dorian B Brown, University of Memphis
Michael M Grant, University of Memphis
As language instruction shifts toward a more communicative purpose, the prevalence of mobile devices in our society affords an opportunity to facilitate learning in real contexts, increase the availability of authentic text and audio, and provide many ways to communicate in the target language. During this roundtable discussion we will review a qualitative case study on how mobile assisted language learning environments are being designed in higher education.

T45 RTD: Assessing Problem Solving Process Skills Using the DEEPER Rubric: A Confirmatory Factor Analysis 
Pavel Antonenko, University of Florida
This study examines the structure of a rubric to measure problem-solving process skills based on a problem-solving process scaffolding framework entitled DEEPER – Define, Explore, Explain, Present, Evaluate, and Reflect. In this study, 205 high school students were rated by their teachers on the DEEPER rubric after engaging in a week-long problem-solving activity. A confirmatory factor analysis based on a six-factor model demonstrated that the six-factor model is a reasonable fit and is a significant improvement in fit over a one-factor model.

T46 RTD: Factors That May Influence Instructors’ Choices of Incorporating Social Media When Designing Online Courses 
Laura L. Alderson, University of Memphis
Deborah L. Lowther, University of Memphis
With increasing online learning environments within higher education and the increasing uses of social media, we will explore the possible factors influencing instructors’ uses of social media within online courses, including personality factors. Join us as we share our future research in uncovering why certain social media tools are chosen, to what extent they are used to engage learners, and implications for instructional design. We also welcome your shared experiences.

T47 RTD: Social Media and Higher Education Faculty Productivity: An Analysis of Type, Effort and Impact 
Abbie Brown, East Carolina University
Tim Green, California State University, Fullerton
This presentation is a report on the use and production of social media for professional, academic purposes. Results suggest organizing the use of social media for professional purposes into three major categories: type, effort, and impact. A review of the literature on higher education faculty productivity and social media use is included. The presentation concludes with discussion of the instructional designer/educational technologist’s role in faculty productivity and the use of social media among higher education faculty.

T48 RTD: Three definitions of scaffolding and their implications for future research and practices 
Hyojin Park, University of Georgia
Ikeon Choi, The University of Georgia
Since scaffolding was first defined by Wood et al. in 1976, researchers have been using the term inconsistently. The purpose of this study is to analyze different definitions of scaffolding being used by using an analytical framework and to discover implications for future research and practices. Empirical studies on scaffolding published between 2000 and 2013 were selected and reviewed using an analytical framework based on the source, mode, and function of scaffolding.

T49 SICET: Childhood Learning Experience through Gaming Mechanics and Influence on Reading Motivation in China and USA Hengtao Tang, SICET
It has been widely recognized that reading interests are integral to engage early childhood students in reading
T51 SMT: Instruction Using Web 2.0 Content Curating Tools
Christine Herlihy
University of West Florida
Holley Handley Langille
University of West Florida

An abundance of research and reviews exist related to emotional intelligence (EQ), including research purporting the benefits of fostering EQ, such as decreased aggression, increased communication and motivation, but no one has synthesized related findings into tools to design of proactive sexual harassment prevention training (SHPT). The presentation will synthesize EQ literature and examine the benefits of EQ training and propose how EQ could advance proactive SHPT (forums and decrease sexual harassment and violence (SHV)).

T52 T&P: Teaching Science for Diversity
Ana Margarita Meier
Purdue University

Digital Fabrication has the potential to change the students learning process. Previous research shows when used correctly, manipulatives help students make connection and develop a deeper understanding in their educational careers. Previous research has reached beyond the divide and provided students access to quality technology education with very limited resources will be presented.

T53 SMT: Motivating Learning and Differentiating Instruction Using Web 2.0 Content Curating Tools
Carol Walker
East Stroudsburg University

In spite of extensive research on supports for simulation-based learning, the instructional design for effective simulation learning is less investigated than the effect of simulation learning. The purpose of this study was to explore the simulation approach connecting to each principle of the First Principles to improve the quality of the instruction. The study suggested three assertions for better simulation learning implementation regarding Demonstration Principle, Application Principle, and Task-Centered Principle & Integration Principle. As an additional dimension of First Principles, the possibility of peer work collaboration is considered and the creative, innovative spaces for transforming teaching and learning. Teams at Oklahoma State University have developed a TECH Playground (Transforming Education through Creative Habits) and a model classroom to spark ideas among faculty for rethinking innovation in teaching and learning. This presentation is designed to share ideas, lessons learned, and discussion among universities interested in similar initiatives and/or collaborative research opportunities.

T54 T&P: Applying the Human Performance Technology (HPT) Model as an Intervention to Improve Student Retention and Completion.
Nancy B. Hastings, University of West Florida

This session showcases a Web-based project as an example of best practice in supporting student learning via Web 2.0 integration of Content Curating tools in an undergraduate Law & Ethics in Media classroom. The presenter will provide research data and artifacts to guide a discussion regarding the learner and educator’s perceptions of the success and challenges of Web 2.0 integration in the classroom.

T55 SMT: Teaching Science for Diversity Using Technology and Socioscientific Constructivism
Michelle L. Knaier, Purdue University
Ana Margarita Meier, Purdue University

This session presents a case study of the instructional design process used to create an intervention teachers 16 years and older, outside the K-12 system can use to facilitate learning and application of explicit critical thinking and problem solving skills. Proximal outcomes are enhanced teacher effectiveness. Distal outcomes are students gaining essential complex thinking skills to persist and complete their adult education programs and ultimately transition into higher education or the workforce.

T61 D&D: A Review of Simulation Approach based on Merrill’s First Principles
Wooll Kim
Purdue University

This session showcases a Web-based project as an example of best practice in supporting student learning via Web 2.0 integration of Content Curating tools in an undergraduate Law & Ethics in Media classroom. The purpose of this study was to explore the simulation approach connecting to each principle of the First Principles to improve the quality of the instruction. The study suggested three assertions for better simulation learning implementation regarding Demonstration Principle, Application Principle, and Task-Centered Principle & Integration Principle. As an additional dimension of First Principles, the possibility of peer work collaboration is considered and the creative, innovative spaces for transforming teaching and learning. Teams at Oklahoma State University have developed a TECH Playground (Transforming Education through Creative Habits) and a model classroom to spark ideas among faculty for rethinking innovation in teaching and learning. This presentation is designed to share ideas, lessons learned, and discussion among universities interested in similar initiatives and/or collaborative research opportunities.

Susan Lee, The University of Georgia
Jong Tae Lee, Inje University College of Medicine
Junsu Kim, Professor

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T63 D&D: Designing Feedback to Increase Interaction and Learning in an Online Self-Study Course
Jacob A. Hall, Syracuse University

This session presents a case study of the instructional design process used to create an intervention teachers 16 years and older, outside the K-12 system can use to facilitate learning and application of explicit critical thinking and problem solving skills. Proximal outcomes are enhanced teacher effectiveness. Distal outcomes are students gaining essential complex thinking skills to persist and complete their adult education programs and ultimately transition into higher education or the workforce.

T64 D&D: Teaching Science for Diversity Using Technology and Socioscientific Constructivism
Ranae K. Alba, University of West Georgia

For a graduate course on theory and practice in media and instructional technology, a section of the online course was devoted to K-12 School Library Media Centers. As a part of the online learning activities, graduate students generated research ideas that will help show how K12 School Library Media Centers A plan for multiple opportunities to collect evidence of effectiveness will be shared with participants.

T56 T&P: Applying the Human Performance Technology (HPT) Model as an Intervention to Improve Student Retention and Completion.
Nancy B. Hastings, University of West Florida

This session presents a case study of the instructional design process used to create an intervention teachers 16 years and older, outside the K-12 system can use to facilitate learning and application of explicit critical thinking and problem solving skills. Proximal outcomes are enhanced teacher effectiveness. Distal outcomes are students gaining essential complex thinking skills to persist and complete their adult education programs and ultimately transition into higher education or the workforce.
T65 D&D: Designing effective mobile technology supported inquiry-learning experiences in science education Yu-Hui Ching, Boise State University

Yu-Chang Hsu,

Lina Souid, Syracuse University

Syracuse University

Jennifer Richardson, Purdue University

TAEHO YU, Korean Version of the Community of Inquiry (CoI) framework in online learning. The presentation concludes with discussion on how clear descriptions of these terms help determine what we teach in our educational technology courses, the support instructional designers provide to educators, and the research studies we pursue.

Eulho Jung, Ronald L. Carr, Northern Illinois University

Pi-Sui Hsu, M.David Merrill,

Ana-Paula Correia, The University of Georgia

T70 D&D: Learning from Success or Learning from Failures? Hui Rong, Iskcon Choi, The University of Georgia

Problem-solving skills are critical for students to succeed in future career. To better prepare them for real problems, many researchers argued authentic cases experienced by practitioners should be included in instruction to expand students’ experience. Although practitioners experience both success and failures in reality, fewer failed experiences are included. Therefore, the study aims to explore the advantages and limitations of different case types and propose the importance of a more balanced case-based learning environment.

Karen Butler-Purry, Texas A&M University

Karen Butler-Purry, Texas A&M University

The study reported in this session focuses on how high school students used tools within Planet K, an educational game on digital circuit design, and how these tools supported student learning. We will demonstrate our game, focusing on the tools that support learning, then present the game log data and the results of semi-structured interviews.

Wei Wang, Iowa State University

The goal of this paper is to describe the process and outcomes of a 5-week series of professional development sessions on incorporating game elements into higher education courses. The sessions discussed here may serve as a model for others who wish to explore and implement gamification with their faculty. Qualitative data will be collected and analyzed using content analysis to determine common ideas and concerns regarding the gamification of higher education learning environments.

T74 D&D: Whose Body?: An Analysis of MOOCs, Metaphor, & Embodiment in Course Design Amanda Haruch, University of Idaho

This presentation shares analyses of two MOOCs that showed, though course designers of MOOCs might be aware of the diverse populations enrolled, it becomes difficult to not use metaphors in course materials as metaphors are embedded in our speech and, thus, overwhelm course materials. This presentation aims to report results and open a dialogue about how such a problem can be addressed and what educators can do to guarantee course materials are accessible to all learners.

Chang Min Kim

This study reports on the implementation of the third prototype of a technological pedagogical content knowledge (TPACK) based instructional design (ID) model. The model was developed based on the implementation findings from the previous two prototypes. The model was designed to improve preservice teachers’ TPACK in multidisciplinary technology integration courses.

211. TED: Membership Meeting

3:30 pm to 4:30 pm

3rd Level - Boardroom 1

212. D&D - Awardee Presentations

4:45 pm to 6:15 pm

2nd Level - Grand 1

Facilitator: Iskcon Choi, The University of Georgia

Presenters: Ana-Paula Correia, Iowa State University

Andrew Gibbons, Brigham Young University

M.David Merrill, Retired Utah State University

Pi-Sai Hsu, Northern Illinois University

Ronald L. Carr, Florida State University

Eulho Jung, Indiana University

Minkyung Kim, The University of Georgia

Outstanding Journal Article Awards (Chair: Tiffany Koszalka)

Facilitators: Tiffany Koszalka, Burghlinn D. Loomis, Tate DuBois, adjunct faculty

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(onlinebiblibrary.wiley.com/doi/10.1111/bjet.12112/abstract)

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213. Fun: Walk/Run
4:45 pm to 5:45 pm
2nd Level - Grand Mtg-Offsite 2
Attendee:
Jennifer Banus, Northeastern Illinois University
Check out Jacksonville on foot...join us for the 5th annual AECT fun run! We will be running 5-10k (distance-dependent on runners preferences) around the neighborhood and over the bridge. All paces and walkers welcome. Meet at the Neiman Marcus, which is located at the entrance to the Jacksonville Mall.

214. GSA - Showcase for Emerging Tech Tools
4:45 pm to 5:45 pm
3rd Level - Conference Ctr A
Facilitators:
Holley Hendley Langille, University of West Florida
Yin-Chan (Janet) Liao, Indiana University
Presenters:
Tutulen I, Asino, Penn State University
George Veletsianos, Royal Roads University
Dubae Lee, Indiana University

Jared Chapman, Utah Valley University
Elliot Soloway, University of Idaho
Cathleen Norris, University of North Texas
Cassidy Hall, University of Idaho Doceo Center for Innovation + Learning
Bradley Clark, Doceo Center for Innovation + Learning
Amanda Harach, University of Idaho
Royce Kimmons, University of Idaho
Brad Hokay, University of Minnesota
Kenneth Husboll, Ingerard Rand University
Richard Ingram,
Mark Jones, East Central University
Jonathan Mark Keum, University of Hawai’i at Manoa
Michael Munchua, University of Hawaii
Lin Lin,
Lew-Syn-Luo, National Taiwan Ocean University
Pamela McReynolds, University of Hawaii, Manoa
Penny Ralston-Berg, Penn State World Campus
Deborah Seepersaud, Nova Southeastern University
Koi Tomita, Indiana University Bloomington
Shawn Vanhout, Penn State

This session brings together those making use of or exploring the latest tools (mobile devices, google glass, learning analytics, augmented reality, etc.) and various learning & teaching concepts. The motivation behind this session is to share how the latest tools are being used or novel ways of using old tools with the hope of generating research ideas. Bring your cool tool to the GSA Emerging Technologies Showcase and show us what you know!

215. TED - Membership social (Fionn Maccool’s)
4:45 pm to 5:45 pm
2nd Level - Grand Mtg-Offsite 1
Come meet the TED executive board and chat with members at the membership social. The event will occur offsite at Fionn Maccool’s, which is located at the entrance to the Jacksonville Landing. The restaurant menu is available online at http://www.fionnmacs.com/.

216. Affiliate Reception
5:00 pm to 6:00 pm
2nd Level - Grand 3
We believe in the power of synergy. Our Affiliate program was developed to strengthen creative alliances among like-minded groups. Together, we can further our mutual goals and broaden the reach of our individual organizations. This reception recognizes the more than 30 state, international, and organizational affiliates of AECT.

217. MPD - Immersive Learning Awards Reception
5:00 pm to 6:30 pm
3rd Level - City Terrace 04
Presenter: John Curry, Morehead State University
The Multimedia Production Division (MPD) of AECT holds its annual award during the AECT conference. The division awards projects that have contributed to the field and demonstrate significant increases in learning. This competition is open to university faculty, corporate trainers, instructional technologists, K-12 teachers, and instructional technology graduate students who have developed these interventions. The award has three categories: (1) The best Linear Multimedia submission, (2) The best Non-Linear Multimedia submission, and (3) The best Graduate student (Linear or Non-Linear) submission. This award ceremony is open to all, please join us and congratulate your colleagues and fellow students.

218. GSA - 3MT Competition Preliminary Round
6:30 pm to 8:00 pm
3rd Level - City Terrace 12
Facilitator: Eunbae Lee, University of Georgia
The Three Minute Thesis (3MT™) is a research communication competition developed by The University of Queensland. The exercise develops academic, presentation, and research communication skills and supports the development of students’ capacities to effectively explain their research in language appropriate to an intelligent but non-specialist audience. Doctoral students have three minutes in this preliminary round to present a compelling oration on their dissertation topic and its significance. The top 5 finalists will compete in the final competition on Friday afternoon.

219. INTL - International Division Dinner (registration only)
6:30 pm to 7:30 pm
2nd Level - Grand 4
This event brings together colleagues from far and near in support of the International Division. From foreign trinkets to hand-woven carpets, rare books to exotic foods, division members and friends outbid each other to raise funds for scholarships and various initiatives. Come, watch, or make a bid for something real, delightful, special, or magical. There is always something for you to bring home bundled with memories of great camaraderie and joyful noises.

220. INTL - International Division Live Auction
7:30 pm to 9:30 pm
2nd Level - Grand 4
This event brings together colleagues from far and near in support of the International Division. From foreign trinkets to hand-woven carpets, rare books to exotic foods, division members and friends outbid each other to raise funds for scholarships and various initiatives. Come, watch, or make a bid for something real, delightful, special, or magical. There is always something for you to bring home bundled with memories of great camaraderie and joyful noises.
221. Intern Meeting - Diversity Discussion
7:00 am to 8:00 am
4th Level - Suite 4104

222. PIDT 2015 Planning Committee
7:00 am to 8:00 am
4th Level - Suite 4106
Chair:
Rick West, Brigham Young University

223. AECT-Research & Application Therapies for Down Syndrome Condition
8:00 am to 9:00 am
3rd Level - City Terrace 06
Facilitator:
Angela Benson, The University of Alabama

Boys! We get it! Boy Culture, Video Gaming, Learning & The Traditional Classroom Jason A Engerman, Penn State University; Alison Carr-Chellman, The Pennsylvania State University The boy crisis in American education (Martin 2002) is due, in part, to the rejection of boy culture (Author, 2011). Gaming has the potential to bring traditional schools toward a more accepting culture. Drawing from ongoing research projects, this presentation puts forward a deeper understanding of why teachers reject video game cultural hallmarks of violent fantasy life, individual achievement, and competition as well as an understanding of what boys are telling us about this culture.

Engagement through Praxis in Educational Video Game Design: Common Threads from the Field Dana Ruggeiro, Bath Spa University; Neil Glen, Bath Spa University; Susana Romans-Roca, Bath Spa University This study examines the game development process of 22 international game designers from business, government, and academia as they describe their engagement in praxis when designing educational games.

Toward a new definition of “video games”: shifts in narrative and player goals in digital play environments Lucas Jensen, The University of Georgia; Daisyyne Barretti, University of Georgia; Keri Valentine, University of Georgia As video games grow in popularity, ambition, scope, and technological prowess, they also mature as an art form, shedding old definitions tethered to video games as merely competitive exercises. For this presentation we propose this new definition of “video games”: a digital play environment in which the player/user intentionally/purposefully interacts with a bounded system of mechanics, visuals, audio, cinematics, narrative, and/or social interaction.

Reviewing the lessons learned in an educational software for children with Down Syndrome condition Guiovanna Paola Sabogal, “El Bosque” University, Bogotá, Colombia; Maria Amparo Mejia, “El Bosque” University, Bogotá, Colombia In scholarly years, children with Down syndrome condition face many challenges, they begin to work more in cognitive abilities than gross motor skills, but it’s important they can perform continuous work to maintain such skills. This paper reports the development and effects of a dance PC-based videogame including the use of a Kinect device, focused in children with Down syndrome condition. The videogame “Dance with me” objective is to facilitate therapies for gross motor skills maintenance through the incorporation of Proprioceptive Neuromuscular Facilitation (PNF) methods in a videogame for children over six years old with this condition.

Promoting Personalized Statistics Learning through Peer Modeling in an Open Learning Environment Yu-Ju Lin, University of Georgia This study examined how individual students need on practical and psychological levels can relate to peer modeling process in an open learning environment. Thus, the promotion of personalized statistics learning can achieve three anticipated outcomes: an improvement of mastery, an increase of motivation, and a decrease of learning anxiety toward introductory statistics. The developmental model of personalized statistics learning as well as the findings from an empirical study are discussed.

Incorporating peer review to promote student learning in online courses E-Ling Hsiao, Valdosta State University; Xiaoxia Huang, Western Kentucky University The main purpose of this study is to investigate student perceptions of peer review after completing a training module. The study will also investigate the problems happened in the peer review process and discover alternative solutions to overcome them. A mixed-method design will be implemented in this study including a survey and one-on-one online interviews. Results will be reported and implications for incorporating peer review to promote student learning in online courses will be discussed during the presentation.

227. D&D - Perspecitives on ‘Flipping’ the Classroom
8:00 am to 9:00 am
2nd Level - Grand 6
Facilitator:
Beth Oyarzun, UNCW

Instructors’ Perspectives on Using a Flipped Classroom Instructional Model in College Instruction Taitao Long, The University of Tennessee Knoxville; John Cummins, The University of Tennessee; Michael Waugh, The University of Tennessee This research proposal reports a qualitative study on eight college instructors’ experiences of using
the flipped-classroom instructional model in their own classroom instructions. The findings from semi-structured interviewing and interpretative phenomenological analysis will also provide information about instructors’ understanding of the flipped-classroom model, and challenges, together with desired outside support for implementing it in instruction.

Evaluating the Effectiveness of a Flipped Classroom Approach in a Large Lecture Course Brian Beatty, San Francisco State University

This presentation discusses the application of a flipped classroom model to the redesign of a large Introduction to Management course at a highly diverse, urban university. The presentation reports on a series of studies assessing the impact of a flipped classroom vs. a traditional lecture approach on student performance (grades) and student perception (surveys), and describes the detailed use of specific learning resources designed to support the flipped approach. Recommendations for flip-the-classroom curriculum redesign in large lecture courses will be summarized and discussed with participants.

229. D&D - Research on Digital Books

8:00 am to 9:00 am
3rd Level - Grand 3
Facilitator: Jenny S Wakefield, University of North Texas

Presenters

Digital Science Notebooks to Enhance Elementary Students’ Scientific Practices Seonjok Park, University of Hawaii at Manoa; Lori Fulton, University of Hawaii at Manoa

This study investigates the potential of a tablet-based note-taking application to enhance students’ science practices in comparison to a traditional, paper-based notebook. Two teachers and 40 students in Grades 2-5 from a charter school in Hawaii participated in this study. During the 2013-2014 academic year, students’ paper-based science notebooks and digital science notebooks were collected. Interviews with teachers and students, as well as class observations were also conducted and analyzed. This study describes the note-taking tools available in digital-science notebooks, such as handwriting and drawing, audio recording, instant pictures and images insertion, and how they might facilitate students’ writing for science practices.

Improving Readers’ Metacomprehension and Calibration Accuracy Alan Reid, Coastal Carolina University; Linda Bol, Old Dominion University; Tiffany A. Kuzalka, Syracuse University

You have ever encountered problems where students, especially in online courses, tended to procrastinate on self-directed work? This session showcases how slight modifications to course design helped reduce student procrastination and increase effectiveness of their time management practices. The enhanced course design provides a strategy for instructor intervention and great student flexibility scheduling prompts.

Learner-focused Course Design: Games and Sims 101 Joanne E. Bertolulli, Mississippi State University

The instructional games and simulations course curriculum, described in the paper presentation, enables learners to explore games and simulations by focusing on the evaluation, design, and infusion of games and simulations in instructional settings.

The activities for this course approach the topic of instructional games and simulations from multiple perspectives: readings discussions, game analyses, presentations, game projects, and research papers (for graduate students). However, the power of the course’s impact is in its learner-focused design.

230. DDL - Tutoring and Plagiarism in DE

8:00 am to 9:00 am
3rd Level - River Terrace 3
Facilitator: M. Aaron Bond, Virginia Tech

Presenters

Exploring Student Self-Plagiarism in Higher Education Colleen M Halupa, LeTourneau University; A.T. Still University; Doris U Bolliger, University of Wyoming

The purpose of these two research studies was to investigate the perceptions of students and faculty at the same three university campuses towards student self-plagiarism. The university campuses included two graduate health science university campuses with extensive online graduate programs. The third campus was a small private university that serves undergraduate and graduate student; it has over 30 online programs. The sample included 340 faculty members and approximately 2,000 students.

231. DDL - Web-Conferencing, Tagclouds and Learning

8:00 am to 9:00 am
3rd Level - River Terrace 2
Facilitator: Megan Conners Murtaugh, Nova Southeastern University

Presenters

Using Tagclouds to Scaffold College Students’ Collaborative Knowledge Construction Shu-Juan Lin, Idaho State University; Ying Xie, Northern Illinois University

Group discussion is critical for constructing understanding and knowledge. Tagclouds provide an intuitive overview about the group’s collective cognition and could potentially be used as an anchor for group discussion. This experimental study investigated the effect of using tagclouds as scaffolding strategies in small group discussion and the quality of learning. This study showed that participating in tagcloud-anchored discussion resulted in a significant difference in the students’ knowledge construction as exhibited in their concept maps.

Applying Web Conferencing Tools to Synchronous Distance Instructor-Led Learning Kelley Rogers, Victor 12, Inc.; Atsasi Hirumi, University of Central Florida

Learn best practices in designing synchronous virtual instructor-led training (VILT) using web conferencing tools such as Adobe Connect. Drawing on our experience designing, developing, and piloting multiple VILT courses, we will share techniques and resources for developing a web-based, virtual learning course with the personal touch of a live instructor and the interaction of an in-person class.

232. DSC - Infrastructure Systemic Change for Educational Systems

8:00 am to 9:00 am
3rd Level - City Terrace 09
Facilitator: Stephanie Glick, Nova Southeastern University

Presenters

Designing a Responsive e-Learning Infrastructure: Systemic Change in Higher Education Anthony Chow, University of North Carolina at Greensboro; Rebecca Ann Crouston, University of North Carolina at Greensboro

This study reports the results of a University-wide e-Learning needs assessment examining the current and future goals and organizational alignment from a broad perspective of stakeholders including administration (n=11), online learning university support units, unit instructional technology consultants (n=3), faculty (n=35, 32, 47), and students (n=50). Findings suggest that e-Learning has caused a period of significant change at both the school and university level for all primary stakeholders.

Instructional Theory and Roles for Technology in Information-Age School Systems Charles Morgan Reigeluth, Indiana University

This presentation is based on the new award-winning book, Reinventing Schools: It’s Time to Break the Mold, by Reigeluth and Kannorph. It describes six key features of system models for the Information Age, along with design theory and roles for technology for each feature, and it illustrates those features, design theories, and uses of technology with two Information-Age paradigm schools – the Minnesota New Country School and the Project School of Bloomington.
Coursework, research, publication, applications - do you need a plan for getting it all done? Then, you should attend this session and learn how these former graduate students balanced it all and continue to do so in their professional careers.

234. INTL - Jenny K Johnson International Hospitality Center 8:00 am to 5:00 pm 2nd Level - Grand Foyer Hospitality An oasis of friendly smiles and warm hellos. A place for resting weary feet in familiar surroundings. A space for quiet time with a warm cup of coffee. Yes, this is the JKI Hospitality Suite – for you and a hundred more of your international friends – ensuring you have a productive and fun AECT experience. So stop by, grab a chair or join a table – the International Division promises you will be glad you did.

235. KSET - Advances in Instructional Design 8:00 am to 9:00 am 3rd Level - Boardroom 3 Facilitator: Hyojin Park, University of Georgia Influence of Autonomy, Scaffolding, and Audience on Engagement Eunhee Lee, University of Georgia

This study examined the influence of autonomous motivation and scaffolding in engagement and performance in student-centered science inquiry, using the framework of Student-Centered Learning Environments and Self-Determination Theory.

Findings include students’ effort, perceived competence, and value, as well as having authentic audiences have a significant influence in engagement and performance. Scaffolding was proved essential in guiding independent inquiry of processes of science and writing stories for the general public. Implications for supporting autonomous motivation and scaffolding in constructionist learning environments are discussed.

236. MPD - State of the Union of Games: A Panel Discussion of Current Trends and Issues of Games in Education 8:00 am to 9:00 am 1st Level - City Terrace 07 Facilitator: Delroy Thompson, Nova Southeastern University

State of the Union of Games: A Panel Discussion of Current Trends and Issues of Games in Education. Chris Miller, Morehead State University; Lenor Jean Justice, Morehead State University; Anthony K. Betrus, SUNY Potsdam; Suzanne Ensinn, Indian River State College.

There are many issues and potentials in the field of games in education. In the past the primary question was focused on whether games had a place in education. While this question still surfaces, new questions, issues, and potentials have arisen in the recent past. This panel presentation brings together researchers, teachers, and developers in a panel format to discuss some of the topics of discussion regarding games in education today.

237. RTD - Digital Games and Pattern Analysis for Learning Analytics 8:00 am to 9:00 am 2nd Level - Grand 8 Facilitator: Wooll Kim, Purdue University

Exploring the Use of a Digital Game as a Tool of Assessment Andre R. Denham, University of Alabama This proposal reports on a Category 1 Completed Study. Digital games have shown the potential to function as an engaging and motivating learning environments. As important as engagement and motivation are to supporting learning, digital games also have the potential to serve as an effective and efficient assessment tool. This study pursued to explore the ability of a digital game designed to support conceptual understanding of the associative and distributive properties of multiplication, to also serve as a tool of assessment.

Using Pattern Analysis for Game-Based Learning Analytics Rodney D. Myers, Independent Scholar; Ted Frick, Indiana University.

In this study, Analysis of Patterns in Time (APT) is used to analyze gameplay to provide evidence of a learner’s understanding of concepts modeled in a game. Gameplay data form an APT map of joint and sequential patterns. An algorithm compares these patterns with patterns based on optimal strategies derived from the game’s conceptual model. We discuss the results of using APT for analysis of over 2,000 game sessions of the online Diffusion Simulation Game.

238. RTD - Examining IDT Scholarship 8:00 am to 9:00 am 2nd Level - Grand 7 Facilitator: Eugene Kowch, University of Calgary - Faculty of Ed

Examining IDT Scholarship through Co-Citation Context Analysis Wendy Gentry, Virginia Tech; Barbara Locker, Virginia Tech.

Co-citation context analysis is a research methodology that examines relationships between resources cited in close proximity within a scholarly document and the related content that is transferred during the citation process. While this method of analysis has been adopted by other disciplines, it has not been utilized within Instructional Design and Technology (IDT). Leveraging this approach to discourse analysis would provide new insights into the evolution of theoretical developments within our field.

How to Support Generalizability of Web surveys: Overcoming Law Response Rates Duhue Lee, Indiana University

Survey methods are commonly used in educational research, and web technologies have enabled surveys to be designed, delivered and completed online. Despite the popularity and benefits of web surveys such as lower costs and fast turnarounds, web surveys commonly suffer from low response rates, and accordingly are often perceived with doubt regarding the generalizability of their results. This presentation discusses systematic methods of supporting generalizability of web surveys based on a survey research framework.

239. SMT - Technology Integration and Instructional Strategies 8:00 am to 9:00 am 3rd Level - City Terrace 11 Facilitator: Jennifer Bauman, Quicken Loans

Live and Learn: Informal Learning among Instructional Design and Technology Students Alison Moore, Florida State University; James Klein, Florida State University.

Although most workplace learning occurs informally, the focus of our field remains on more formal instruction. By encouraging informal learning, leaders can maximize a naturally occurring type of learning to support performance. This presentation addresses
242. The 2014 AECT Research Symposium Experience

8:00 am to 9:00 am
3rd Level - River Terrace 1

Discussions:
- Brad Hokanson, University of Minnesota
- Gregory Clinton, University of Georgia
- Shenghua Zhu, James Madison University
- Karen Kaminski, Colorado State University
- Xun Ge, University of Oklahoma

This panel will describe the process and interaction of the AECT Summer Research Symposium. The symposium examined the design of learning experience, working through a collaborative and interactive process, it was held in July and involved 20 authors and 6 discussants. Beginning with proposals solicited from the AECT membership, selected authors developed chapter drafts for discussion and development through the symposium. In the presentation, participants from the symposium will discuss the process, their experience, and their work. The resulting edited volume is scheduled to be published in 2015.

243. VW - Immersive Learning in a Kinect-integrated Virtual Reality Environment

8:00 am to 9:00 am
3rd Level - City Terrace 08

Facilitator:
Tom Atkinson, AECT

Presenter:
Immersive Learning in a Kinect-Integrated, Virtual Reality Environment Fengfeng Ke, Florida State University; Sungwoong Lee, Florida State University; Xinhuo Xu, Florida State University

This study examines the design and effectiveness of a VR-based, Kinect-integrated training or learning environment in reinforcing the teaching performance and self-efficacy of university teaching assistants and student teachers. Particularly, two research questions will be addressed: (1) Will the VR-based immersive learning environment promote participants’ sense of presence and hence their practice and self-efficacy of teaching? (2) What features of the VR-based learning environment enhance sense of presence and the learning outcomes?

244. Definition & Terminology Committee Meeting II

8:00 am to 9:00 am
4th Level - Suite 4104

245. INTL - Socratic Seminar: An International Forum on Socratic Teaching

8:30 am to 10:15 am
3rd Level - St. John's

Facilitator:
Abbas Jahouri, Cameron University

Socratic Seminar: An International Forum on Socratic Teaching Abbas Jahouri, Cameron University; Robert Doyle, Harvard University; Cengiz Hakans AYDIN, Ankara University; Chih-Hsiung Yu, Northern Arizona University; Chun-Min (Arthus) Wang, National Hsinchu U. of Ed.; Richard Albert Cornell, University of Central Florida; Lauren Cifuentes, Texas A&M University-Corpus Christi; Amy C Bradshaw, University of Oklahoma; Peter Leong, University of Hawai'i-Manoa; Paul Kim, Stanford University; Xiaoxue Wang, Florida Gulf Coast University; Ana Donaldson, Walden University

Socratic Seminar is an international forum composed of leading teachers, researchers, and educational philosophers who provide analysis and critiques on philosophy of education and all aspects of educational technology including cultural, social, economic, and political impacts of media design for instruction. Describing philosophies of education and various teaching and learning methods, a panel of international professors and a graduate student will enter into what is known as Socrates method of discovery learning and teaching -- called “dialic.” The strength of the method transpires the fact that mentors must not make statements, but provide guidance that encourages critical thinking, leading to true knowledge.

Socratic Seminar is an international forum composed of leading teachers, researchers, and educational philosophers who provide analysis and critiques on philosophy of education and all aspects of educational technology including cultural, social, economic, and political impacts of media design for instruction.

246. PS - Designing, Implementing and Evaluating Online Doctoral Programs in Educational Technology and related fields

8:30 am to 10:15 am
2nd Level - Grand 5

Facilitator:
E llen S. Hoffman, University of Hawaii - Manoa

Presenter:
Designing, Implementing and Evaluating Online Doctoral Programs in Educational Technology and related fields Svapna Kumar, University of Florida; Kara Dawson, University of Florida; Carmen Weaver, University of Memphis; Cliff Mims, University of Memphis; Elizabeth Bolding, Indiana University; Marisa Exter, Purdue University; Greg Jones, Univ of North Texas; Ross Perkins, Boise State University

The purpose of this panel is to discuss challenges and best practices in the design, implementation and evaluation of hybrid or online doctoral programs in Educational Technology and related fields. Participants will present various aspects of program design such as admitting students, transitioning from an on-campus to an online program, community-building, and advising. The types of research conducted in professional practice educational technology dissertations and the impact of online doctoral programs will also be discussed.

247. AECT - HistoryMakers Project: Capturing Our Legacy

9:15 am to 10:15 am
3rd Level - City Terrace 05

Facilitator:
F ILIZ AKTAN, Student

Presenters:
Barbara Locke, Virginia Tech
Kibong Song

The AECT HistoryMakers Project is a collaborative endeavor among AECT members to capture the voices of leaders, past and present, in the field of ET. Through this initiative, an online archive of video interviews with prominent ET scholars and practitioners has been created and is now available through the AECT website. This presentation will provide an overview of the project, describe its evolution, demonstrate new features, and highlight future plans for this system.

248. CLT - Organizational Culture

9:15 am to 10:15 am
3rd Level - City Terrace 06

Facilitator:
Camille Dickson-Deane, Montgomery County Community College

Components and Benefits of Faculty Development and Training Process: Co-Creating online courses with Instructional Designers Suzanne David, California State University Northridge; Pratima Dutta, California State University Northridge
250. D&D - Implementation of Socioscientific Inquiry
9:15 am to 10:15 am
Facilitator: Scung Won Park, Texas A&M University-
College Station
Scaffolding 8th graders’ socioscientific inquiry in technology-enhanced classrooms: Towards designing and implementing distributed scaffolding
Sukkyung Shin, Indiana University; Thomas Brush, Indiana University; Jiyoon Jung, Indiana University; Bloomington; Krista Glazewski, Indiana University
This study explores how hard scaffolding tools support soft scaffolding for implementing a socio-scientific inquiry (SSI) unit in a science classroom. This case study focused on how students used resources and tools during their SSI activities, as well as how students perceived the SSI unit and the scaffolding tools embedded in the SSI activities. This study has implications for how we understand the student experience of scaffolding in science inquiry-based environments, and provides recommendations related to effective hard and soft scaffolding in order to refine scaffolding design to better support student learning.

Iterative Implementation of Socioscientific Inquiry in High School Biology: A Teacher’s Perspective
Thomas Brush, Indiana University; Krista Glazewski, Indiana University; Sukkyung Shin, Indiana University; SUNGWON SHIN, Indiana University; Jiyoom Jung, Indiana University Bloomington; Peter Hugoboom, Indiana University
The purpose of this multiple case study was to explore the successes and challenges of a teacher as he designed and implemented successive socioscientific inquiry (SSI) units in his science classroom over the course of two years. Specifically, this study addressed the following research questions: 1. What challenges does a teacher with limited experience in SSI have in designing and implementing an SSI unit with his students? 2. What components of the SSI curriculum model does the teacher interpret as more or less crucial in implementing SSI in his classroom?

Chaturanga Widanpathirana, Open Universities Australia
This research proposal introduces a holistic learning analytics framework. Based on this framework, student, learning, and curriculum profiles have been developed which include relevant static and dynamic parameters for facilitating the learning analytics framework. An empirical study was conducted to empirically validate the parameters included in the student profile. The AECT presentation will discuss practical implications and issues for future research.

251. D&D - Research in Learning Analytics
9:15 am to 10:15 am
Facilitator: Ginger Watson, Old Dominion University
Towards Holistic Learning Analytics: Empirically Validating Models for Student Profiles
Dick Jfenhalter, Deakin University; Andrew Jones, Deakin University; Amy Poulton, Deakin University; CG Pilot, Deakin University
This study analyzed the log files of a computer-based physics tutor called Andes Physics Tutor to build a logistic regression model predicting the problem solving performance of students learning physics. The logistic regression model developed in this study was able to correctly identify ~70% of the observed problem solving performance saved in the log files. 10-fold CV and ROC curve analyses suggest that it can predict future problem solving performance with a similar accuracy.

252. D&D - The Role of the Instructional Designer
9:15 am to 10:15 am
Facilitator: Jill Stefanik, Old Dominion University
Understanding the Collaborative Relationship between Instructional Designers and Clients: A Typology of Instructional Designer Activities Bill Sugar, East Carolina University; Rob Moore, UNC-Chapel Hill
This session describes a study that analyzed the collaborative skills between an instructional designer and his clients over a fourteen-month period. Results revealed a variety of roles performed by an instructional designer, as well as an assortment of client relationships. During the presentation, a typology of instructional designer-client collaborative relationships will be described. It will include instructional designer’s roles, clients’ perceptions of the instructional designer’s role and the complexity involved with each instructional design project.

Instructional Designers and Faculty Developers: Pedagogies, Perceptions and Practices In Mobile Learning: A Qualitative Study Kim A Hesler, University of Denver
This research project reports on the results of a qualitative, multi-case study that investigated the activities, challenges, and perspectives of nine instructional designers and faculty developers as they addressed requests for mobile learning implementation and mobile learning support from university instructors. This presentation highlights the results of interviews and visual representations of how mobile learning was being considered and implemented across six universities in the United States and one university in Australia.

253. D&D - Tools and Techniques for K-12
9:15 am to 10:15 am
Facilitator: Holly Marshburn, Nova Southeastern University
Improving Adolescent Writing Quality with Sparkfolio, a Social Media Based Writing Tool John Sudanskas, Arizona State University; Robert K Atkinson, Arizona State University; Daragh Byrne, Carnegie Mellon University
In response to a low national writing proficiency despite teens’ enthusiasm and engagement in digital writing through social media, this session proposes integrating social media and writing instruction via Sparkfolio, a first-of-its-kind online writing application allowing teens to choose and plan personally relevant writing using their own social media data. In a recent study, students who used Sparkfolio had higher gains in their writing quality compared to those who did not, indicating the tool’s potential.

A Conjecture Map for Designing Learning Experiences in Middle School Mathematics Keri Valentine, University of Georgia; T J Kopcha, University of Georgia
This session presents conjecture mapping as a tool for designing learning experiences and improving the rigor of design-based research (DBR) projects. The conjectures are articulated as the relationship between embodiments of the learning environment (e.g., tools/materials), mediating processes (e.g., learner activity), and outcomes. A conjecture map for middle school mathematics learning will be shared and participants will consider their own DBR projects in relation to the mapping process.
254. DDL - Faculty Perspectives: Teaching Quality, Benefits and Challenges 9:15 am to 10:15 am 3rd Level - River Terrace 2 Facilitator: Tom Herget, St. Cloud State University Presenters Evaluating Online Teaching Quality: Administrator and Faculty Perspectives on Current and Best Practice Anthony Fina, Sullivan University System; Bruce Harris, Western Illinois University; Larry Bohn Increasingly, faculty are called upon to teach online courses that were developed by others. When it comes time to evaluate these faculty, their institutions often rely upon online quality assessment tools, such as Quality Matters, that are made to evaluate the design of an online course, rather than how well the course is taught. Join us as we discuss a project to identify current practices and create best practices in evaluating online teaching quality.

The Benefits and Challenges of Online Faculty Participation in Scholarship of Teaching and Learning (SoTL). Mansureen Kebrichti, Walden University As online education becomes a permanent part of higher education, online faculty participation in scholarship of teaching and learning (SoTL) to improve their teaching becomes inevitable. However, few studies have synthesized the previously conducted studies to identify benefits and challenges of participation of online faculty in SoTL. This presentation presents the results of a critical literature review on benefits and challenges of participation of online faculty in SoTL.

255. DDL - Instructional Design Theory and Faculty Development (ORPHAN) 9:15 am to 10:15 am 3rd Level - River Terrace 3 Facilitator: Suha Tamim, University of Memphis A web-based Instructional Design Theory-Containing Procedures and Heuristics Herbert Fiester, Valdosta State University; Charles Morgan Reigeluth, Indiana University In this presentation I will share a web-based instructional design theory based on the results of a study that identified procedural and heuristic knowledge used by experts when creating web-based instruction. Procedural steps identified include topic definition, task and content analysis, establishment of web-based instruction objectives, development of the instruction, and elicitation of feedback. Heuristic knowledge identified includes instructional design guidelines, content capturing guidelines, interpersonal guidelines, and high-profile project guidelines. However, use of CAT in such contexts is hindered by arduous item calibration requirements. This study uses data from thousands of examinees to evaluate an innovative approach to item calibration – Automatic Racing Calibration Heuristics (ARCH). Results demonstrate that ARCH matched established methods in test accuracy while, in some cases, significantly shortening test lengths.

256. DDL - The Internet of Things 9:15 am to 10:15 am 3rd Level - River Terrace 1 Facilitator: Victoria Rath, University of Central Florida Presenter The Internet of Things: Implication for Training and Education Robert F. Kenny, Florida Gulf Coast University; Glenda A. Gunter, University of Central Florida The term Internet of Things (IoT) refers to the ability to link physical objects to one another through the use of the Internet. Presenters will introduce latest developments in the IoT and explore ramifications for the classroom of the future. This includes what is known as “self-selected learning” in which algorithms will be developed by which devices will become active participants in knowledge acquisition that may or may not include actual human interactions.

257. DSC - Membership Meeting 9:15 am to 10:15 am 3rd Level - City Terrace 09 Facilitator: Victoria Rath, University of Central Florida Presenter Facilitating Variable-Length Computerized Classification Testing In Massively Open Online Contexts Via Automatic Racing Calibration Heuristics (RTD) 9:15 am to 10:15 am 2nd Level - Grand 7 Facilitator: Jonathan McKeown, University of Tampa Presenter Facilitating Variable-Length Computerized Classification Testing In Massively Open Online Contexts Via Automatic Racing Calibration Heuristics Andrew Barrett, Indiana University; Ted Frick, Indiana University Computer Adaptive Testing (CAT) provides an accurate and efficient method of assessment that is particularly useful in massively open online contexts. However, use of CAT in such contexts is hindered by arduous item calibration requirements. This study uses data from thousands of examinees to evaluate an innovative approach to item calibration – Automatic Racing Calibration Heuristics (ARCH). Results demonstrate that ARCH matched established methods in test accuracy while, in some cases, significantly shortening test lengths.

258. Featured Research - Facilitating Variable-Length Computerized Classification Testing In Massively Open Online Contexts Via Automatic Racing Calibration Heuristics (RTD) 9:15 am to 10:15 am 3rd Level - City Terrace 12 Facilitator: Charles Hodges, Georgia Southern University; Jesse Stucky, East Carolina University; Tonia A. Dowsey, University of Wyoming Getting ready for the job hunt? Are you already on the job hunt? Talk with professors at various points in their careers about how to be more successful on the job hunt and what kinds of strategies you might want to consider employing. Come with your questions ready.

259. GSA - Advice for the Job Hunt 9:15 am to 10:15 am 3rd Level - City Terrace 12 Facilitator: Daisyane Barreto, University of Georgia Presenters Charles Hodges, Georgia Southern University; Jesse Stucky, East Carolina University; Tonia A. Dowsey, University of Wyoming Getting ready for the job hunt? Are you already on the job hunt? Talk with professors at various points in their careers about how to be more successful on the job hunt and what kinds of strategies you might want to consider employing. Come with your questions ready.

260. KNET - Social Media and Student Performance 9:15 am to 10:15 am 3rd Level - Boardroom 3 Facilitator: Hyojin Park, University of Georgia Presenter Effects of Academic Efficacy, Team Efficacy and Social Presence on Learning Outcomes of Facebook-based Project Learning Jongmin Lee, Ewha Womans University; SungEun Oh, Ewha Womans University; Younghwa Chung, Ewha Womans University Among the available SNS, Facebook is distinctive in that the majority of users are in the age of 18 to 24 who were in higher education, establishing a sense of familiarity and having an experience by using their online social activities. For this reason, in learning project condition, learners are able to express their feelings and thoughts in everyday language to share their feelings, which will increase intimacy and connectedness with others. Therefore, the purpose of this study is to investigate the effect of academic efficacy, team efficacy, and social presence on learning flow, satisfaction, and achievement. This investigation lead to obtain the guidance about what factors should be focused to successfully realize the Facebook-based project studying in the process of designing the Facebook-based project learning.
This panel discussion will host a dialogue among interdisciplinary faculty from Teacher Education, Instructional Technology, and Library Science to discuss best practices in handling the deluge in educational and pseudo-educational material brought about by digital distribution. Thanks to now ubiquitous app stores, teachers and parents have thousands of software applications to choose from that have been labeled as educational. App stores do not just change the model for getting games; they change the model for their archiving and use. The final goal of this panel is to seek out Instructional Technology based solutions for parents and teachers looking for digital tools to enhance learning.

Mentoring Social Network as Assistive Technology for Students with Communication Disabilities and Intellectual Impairments Lioua Mekame, The Open University of Israel; Ina Blau, The Open University of Israel

This study analyzed online activities of 58 active participants of a mentoring social network of students with communication disorders and with cognitive impairments, and mentors—teachers, mainstream high-school students, and undergraduate and graduate students (some with physical disabilities). The findings showed that mentoring social network serves as an assistive technology that enables compensation and remedial processes. The findings also revealed that the network allows students with both disabilities to increase bonding and bridging social capital.

Using Slowmation Project to Help College Students Develop Creative Thinking Ability Szu-Yueh Justine Chien, Wanz-Lin Yang, National Cheng Kung University

With the increasing focus on creativity in 21st century teaching and learning, educators are seeking approaches and strategies to help learners develop creative thinking ability. Designing and creating slow animation videos to teach a concept can be a possibility to meet the needs. This study demonstrated how Slowmation project can help college students cultivate their creativity. Examples of slow animation will be presented.

263. T&P - Learner Experience

Devarati Bhattacharya, Graduate Research Assistant; Gifford Rochel, Associate Professor

This session outlines an induction experience for secondary school science and social studies teachers through an on-going professional development program designed to heighten the teachers' technological pedagogical content knowledge in order to engage students and increase their awareness of water sustainability issues in contexts authentic to their communities. Audience participants will view an overview of the professional development program and the ways participant teachers have used emerging technologies to design rich learning experiences for their students.

The Effect of Collaborative Assessment Preparation with Immediate Feedback in an Adult ESL Classroom Sabine Peters, The Florida State University; James Klein, Florida State University

This presentation will focus on an empirical research study conducted to examine the effect of Collaborative Assessment Preparation with Immediate Feedback on language achievement, confidence and satisfaction with the learning experience. Suggestions for use of high-school practitioners in the field will be discussed. The session also includes a hands-on demonstration of this strategy in a language-learning context.

Time-compressed Instruction: What compression speeds do learners prefer? Ray Pastore, University of North Carolina Wilmington

The study sought to explore learners’ perceptions of time-compressed speech in order to help determine what speeds they would prefer when listening for learning purposes. Participants answered a 30-question survey concerning their preferences towards compressed speech. They were presented with questions asking how much they preferred speech compressed at different speeds both with and without visuals. Participants indicated that they preferred images to no images. For compression, participants consistently preferred the 10% compression speed.

From Second Life to Minecraft: Conceptualizing a new platform for virtual world learning. Bodi Anderson, Indian River State College; Suzanne Ensmann, Indian River State College

The most prominent Massive Multi-User Virtual Environment’s (MMUVE) is Second Life, which is home to multitudes of virtual campuses and classes. Many problems have been reported with Second Life however, stemming primarily from the deep learning curve needed for interaction, cost and a limited PC platform. This study examines the use of the virtual world game of Minecraft as a replacement for Second Life given its social popularity, ease of interaction and multi-platform presence.
Designing and Developing More Holistic Educational Experiences: A Pragmatic Approach to Teaching for Understanding (TU) Model Lewis Chongwony, Franklin University; Karen Miner-Romanoff, Franklin University

Many questions have been raised as to whether or not learning institutions are preparing students with the theoretical and practical tools needed to compete and succeed within the current contexts of their fields. This paper discusses the expansion upon the theory of Teaching for Understanding (TU) enabled us to design an innovative capstone course that ultimately produced an enhanced student learning experience and greater rates of student success.

Case Designs for Problem-Based Pedagogical Approaches: A Comparative Analysis Nada Dabagh, George Mason University; Susan Dass

In this session, we will describe a comparative analysis of 51 case problems used in five problem-based pedagogical approaches and the implications of this analysis on the selection and generation of ill-structured case problems. The analysis revealed that (a) case problems varied across six themes; problem complexity, nature of problem topic, problem task, problem product, problem solving activity, and type of effort, and (b) different kinds of problems are appropriate for different problem-based pedagogical models.

Cognitive Tools to Support Collaboration: Technology and Pedagogy at Work Rose Marra, University of Missouri; Christopher M Larson, University of Missouri

This session will report results of a study using a cognitive tool environment for supporting online collaboration to support collaborative design and problem solving activities in a junior level engineering course. Results are encouraging as the use of the environment was significantly related to individual student learning outcomes.

Faculty or Instructional Designer? Creating a Culture of Collaborative Course Design and Development Lisa Johnson, Ashford University; Gina Warren, Ashford University

This practice proposal reports on the pilot of a course design and development process within a College of Education. The revised process presented has created a collaborative course design and development experience and produced strongly aligned, engaging, empowering, and effective courses and programs. This session reports on the culture changes, associated personnel and process calibrations, and examples of our successes and challenges thus far with the pilot of the new Course Design Guide.

268. D&D - Collaboration and Collaborative Tools

10:30 am to 11:30 am
2nd Level - Grand 1
Facilitator: Young Won Park, Texas A&M University-Corpus Christi

Presenters: Elizabeth Bolding, Indiana University Dr. Katy Campbell, University of Alberta Colin M. Gray, Iowa State University

Design of Learning Experiences: The 2014 AECT Research Symposium Brad Hokanson, University of Minnesota; Monica Tracey, Wayne State University; Andrew Gibbons, Brigham Young University; Gregory Clinton, University of Georgia

Discussion on design and how to study design is ever evolving, no place more evident than at the 2014 AECT Research Symposium. Design is a knowledge base in itself, not a science or an art, and the study of design is quite unique from other traditional research methods. This session will include panel presenters from the symposium who will share their research and reflection on design. Panelists will discuss the results of their research and pose questions for future research for the design community. Those who are interested or currently conducting research in design will not want to miss this opportunity. This year’s AECT research symposium examined the design of learning experience. Two divergent yet parallel themes formed the framework of the symposium: first, we examined and interpretation of how we can design the experiences of learning, with a focus on the learner and the process of education; and second, how we learn to design educational products, processes and experiences. Selected authors from both areas will present along with summary discussions by symposium organizers.


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270. D&D - Games and Instructional Design Practices

10:30 am to 11:30 am
3rd Level - Clearwater 2
Facilitator: Enilda Romero-Hall, Cognitive Performance Group

Presenters: Mathematics Learning via Game-Based Architectural Design Practice Fengfeng Ke, Florida State University; Valerie J. Shute, The Florida State University; Kathy Clark, Florida State University; Gordon Ertebølle, Florida State University; Matthew Ventura, Florida State University

This presentation will report the design process and challenges for Earthquake Rebuild, a 3D architecture game that promotes versatile representations and epistemic practices of mathematics in design and building quests. The findings to be presented will include the data collected from teacher review and the user-testing results on the learning and playability of the prototype game levels.

Advancing Virtual Patient Simulations with InterPLAY: Examining the Role of ID Principles and Practices Atsuji Hirumi, University of Central Florida

The potential of virtual patient simulations (VPS) for enhancing medical education is well documented. However, VPS have not been widely integrated into medical school curriculum and many questions still remain. This session demonstrates key features of a cranial nerve VPS, summarizes the design and results of 5 initial studies, and illustrate how the application of instructional design (ID) practices, experiential learning principles, and tactics for gamifying instruction advanced the design of a VPS.

271. D&D - New Concepts in Instructional Design

10:30 am to 11:30 am
2nd Level - Grand 2
Facilitator: Hyojin Park, University of Georgia

Presenters: Gestures, Mathematics, and Naturalistic User Interfaces Andre R. Denham, University of Alabama

This presentation will report the design process and development of applications that promote versatile representations and learning principles, and tactics for gamifying instruction advanced the design of a VPS.

Gestures, Mathematics, and Naturalistic User Interfaces

Matthew Sullivan, University of Mississippi; Matthew Sullivan, University of Mississippi; Matthew Sullivan, University of Mississippi

This proposal discusses the current use of social media for professional growth of graduate students in an instructional design program. This presentation also serves to discuss the social media initiatives in other institutions of higher education and to expand the key areas to consider before implementing a social media strategy in your institution.

Is online video really worth the work? Investigating students’ perceptions of asynchronous video and social presence Patrick Lowenthal, Boise State University

Students often report feeling isolated and alone in online courses. Online video is commonly believed to help build social presence and community in online courses. But it is unclear how often students actually watch online videos and what student’s think of them, and the degree to which online videos help build social presence. In this mixed methods exploratory study, I investigate students’ perceptions of online video and the degree to which different uses of online video (e.g., video announcements, instructional screencasts, and video feedback) help build social presence. The results of this study have practical implications for faculty who teach online.

Instructor Social Presence in Blended Courses Jereed Borug; Rick West, Brigham Young University; Rebecca Thomas, Brigham Young University; Charles R. Graham, Brigham Young University

This research examined video feedback and its impact on instructor social presence in 12 blended sections of educational technology courses for preservice teachers. No significant statistical difference in instructor social presence between students who received video feedback and those who received text. Students and instructors agreed that video feedback was more effective at establishing instructor social presence but that the blended format lessened its impact, which may help to explain why statistical findings.

Exposing the Impact of Video Feedback on Instructor Social Presence in Blended Courses Anthony Pina, Sullivan University System

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273. DSC - The Flipped Classroom
10:30 am to 11:30 am
3rd Level - City Terrace 69
Facilitator:
Beth Raja Sockman, East Stroudsburg University of Pennsylvania
Presenter:
The Flipped Classroom: Flop, Fiction, Fabulous, or Frightening? Jennifer Banas, Northeastern Illinois University; Dennis Beck, University of Arkansas; Charles Morgan Reigeluth, Indiana University; Drew Polly, UNC-Charlotte; Rosi Perkins, Boise State University; Stephanie L. Moore, University of Virginia; Lee Daniels, E TN State Univ; Lucilla Green, Georgia Southern University; Monica Sanchez de Alvaro; Bronne Chu Dyto; Southern Polytechnic State University.
Is it a breakthrough strategy or an old approach in new packaging? What contributions does it make to instructional design and when is it a worthwhile practice? Having received attention in mainstream education media, the Flipped Classroom has been embraced, parceled out, or rejected by educators and education media, the Flipped Classroom has been embraced, parceled out, or rejected by educators and education media.

274. Featured Research - Retention in Online Community College Courses (DDL)
10:30 am to 11:30 am
3rd Level - River Terrace 3
Facilitator:
Linda L. Mellish, East Carolina University
Presenter:
Retention in Online Community College Courses
Rachel Desmarais, Chong-Jyh Yen, Old Dominion University; Gary Morrison, Old Dominion University
Demographic, remedial, and computing skill variables were examined for their relationship with retention in asynchronous online community college courses. Practical implications of this study include identification of student profile variables conducive to targeted retention efforts and screening and remediation for basic computer skills prior to enrolling in online community college courses.

275. GSA - Meet the Editors of AECT Journals
10:30 am to 11:30 am
3rd Level - City Terrace 12
Facilitator:
Y Pamela Jones Pooners, University of North Texas

276. GSA - Showcase for Emerging Tech Tools
10:30 am to 11:30 am
3rd Level - ConferenceCtr A
Facilitators:
Holley Handle Langille, University of West Florida; Yin-Chan (Janet) Lian, Indiana University

277. INTL - Online Learning from East to West - Models and Practices
10:30 am to 11:30 am
3rd Level - St. John's
This paper reports an ongoing project that is developed to examine a co-teaching model between pre-service and in-service teachers in Taiwan. The project adopts design-based research approach to initiate a cross-cultural interaction between Taiwan and the United States. This year another local school in Taiwan joins the project. By comparing the feasibility and efficiency between foreign and local partner schools, the paper identifies the challenges and examines the growth of the participants in the project.
Considerations for Using the Same Online Course Shell in Three Different Countries Leaunda Hemphill, Western Illinois University; Luh Puti Pudra Mahadewi, Ganesha University of Education; Lixin Zhang, Zhejiang Normal University; Hoyet Hemphill, Western Illinois University
The same online course shell was used for educational technology workshops in the United States, China, and Indonesia. The course was customized to instructional and cultural needs of each locale. A Global Adaptation Rubric was developed to assess the courses for adherence to localization needs and cultural sensitivity. The presentation will address the findings and challenges involved with designing and implementing the courses as well as, the implications for global learning and educational collaboration.

278. KSET - Analyzing Students' Reaction on Learning Analytics Dashboard: Use of the Eye Tracking System Yoon-Joo Kim, Kunhueu Hae, Yeonjeong Park, and Il-Hyun Jo, Ewha Womans University
This study aims to investigate students' reactions to the Learning Analytics Dashboard, developed by researchers to present their online learning activity in a visualized display. An eye tracking system was incorporated to measure students' eye-movement, including eye fixation, saccade and their sub-derivatives on LAD. The results are derived from the data-mining of what the eye-tracking system generates. Further, they provide significant implications for effective message design in such a visual display.

279. LDC - AECT Leadership Sessions
10:30 am to 11:30 am
3rd Level - River Terrace 1
Facilitator:
Cindy York, Northern Illinois University
Presenter:
A Needs Assessment to Examine Opportunities for Membership Involvement and Leadership Development Within AECT Jill Stefanik, Old Dominion University; Ginger Watson, Old Dominion University; Gabrielle Blake, Old Dominion University; Joshua Stahbs, Old Dominion University
A needs assessment was conducted to identify what opportunities currently exist for members to take a more active role in the organization as well as solicit membership and current leaders for suggestions on how to improve membership involvement. Results from this study will be presented through a systemic lens that suggests how interventions can be developed that will forward the vision of AECT and elevate the field of instructional design.
Thirty-five Years of Leadership: A Study on the Impacts of the Strohbehn and Cochran Internships
Chris Miller, Morehead State University; Cindy Yorá, Northern Illinois University; Tonia A. Dousay, University of Wyoming
Potential leaders in AECT and within the field have participated in applying for the Strohbehn or Cochran internships each year over the past 35 years. Has this program had an effect on the participants in their professional activities and careers? This presentation presents data collected from surveys and interviews focusing on their internship experience and its impact on their careers and professional activities.

280. MD - Development on the Cheap: Free/Inexpensive Alternatives in Multimedia Production
Jeroen J. G. Van Merrienboer, Walden University; Andrew Tawfik, Concordia University Chicago; Ziaee, ASU, Athens, AL.
More Free/Inexpensive Alternatives in Multimedia Production
A follow-up on that session. Members of the session presentation focused on free, Open Source, and/or Web 2.0 alternatives to big name multimedia development software packages. This presentation is a follow-up on that session. Members of the session panel will update attendees on the state of the database created last year and their favorite alternatives as well as where those alternatives are found.

282. RTD - Exploring Theories and Methods in Learning and Design
10:30 am to 11:30 am
Facilitator: Yingxiao Qian, University of Georgia
Presenter
More Free/Inexpensive Alternatives in Multimedia Production
John Curry, Morehead State University; Florence Martin, University of North Carolina - Wilmington; Anthony K. Betrus, SUNY Potsdam; Yadi Ziaee, ASU, Athens, AL.
Last year the AECT Multimedia Production Division’s Presidential Session focused on free, Open Source, and/or Web 2.0 alternatives to big name multimedia development software packages. This presentation is a follow-up on that session. Members of the session panel will update attendees on the state of the database created last year and their favorite alternatives as well as where those alternatives are found.

283. RTD - Investigating Performance based on Team Composition and Blending Synchronous and Asynchronous Learning
10:30 am to 11:30 am
Facilitator: Miha Gideon Modell, Indiana University/GP Strategies, Inc.
Presenter
Blending Online Synchronous and Asynchronous Learning
Lisa Yamagata-Lynch, University of Tennessee
This proposal reports a Category 1 Completed Study that explored how synchronous online learning can complement asynchronous learning in higher education settings. During the presentation I will report on findings based on a 15-week online graduate level course taught in spring 2012 at the University of Tennessee (UT). The course in which this study took place was part of an online learning environment.

Learning Analytics System (LAS) in Instructional Design
Wei Li, University of Missouri-Columbia; Yuqiao Xue, East China Normal University
This research proposal reports a theory and practice study of designing a LAS to support instructional design and assessment. Teachers lack methods and tools for systematically evaluating the varied and complex learner performances enacted in technology supported learning environments, such as distance and blended learning. Developing an integrated toolset for monitoring these performances requires observing the use of resources distributed across technology-based educational systems. This study employed Unified Modeling Language (UML) Use Case to build a unified and flexible architecture for a complex Learning Analytics System (LAS) with Predict, Adapt, Recommend, and Reflect engines. Next, the link between activity-based learning design, LAS and other educational systems is proposed with expanding the structure of learning design formula. Finally, a case study using Sakai was presented.

285. T&P - Membership Meeting
10:30 am to 11:30 am
Facilitator: Mahnaz Moodieh, UNCF
Presenter
Teaching Technology Integration to Teachers: A ‘Gamified’ Approach
T J Kopcha, University of Georgia; La Ding, University of Georgia; Kali Neumann, University of Georgia
This study support the premise that team composition based on prior knowledge does have an impact on team performance. The AECT presentation will discuss practical implications and issues for future research.
This session presents a technology integration course for teachers designed around gaming principles (e.g., badges, secret areas, multiple routes, etc). The course offered a variety of activities that allowed teachers to 'level up' in the areas of mobile learning, Web 2.0, and educational gaming. The session will include an overview of the design of the course, a demonstration of the site and key activities, and discussion of student reactions to the course elements.

287. Using ClassBook.com to Support Teacher Professional Development
10:30 am to 11:30 am
3rd Level - City Terrace 05

Presenters:
Michelle Castellanos, ClassBook.com
Anthony Pfister, ClassBook.com

The National Educational Technology Plan (NETP) presents a model of 21st century learning powered by technology, with pedagogical beliefs. New advances, globalization and other developments within our diverse society even as technological and educational gaming. The session will include an overview of the design of the course, a demonstration of the site and key activities, and discussion of student reactions to the course elements.

288. VW - Virtual World Effectiveness Research
10:30 am to 11:30 am
3rd Level - City Terrace 08
Facilitator: Tom Atkinson, AECT

In-service teachers’ attitudes towards using 3D Virtual Worlds as learning spaces. Abdulmenaf Guf, Middle East Technical University, Saniye Tugba Tekel, Middle East Technical Univ., Evren Ersoy, Middle East Technical University, Burak Ergüven, Ankara MEM Ar-Ge. Teachers’ attitudes towards 3D virtual worlds is crucial for effective educational implementation of these technologies. Studies related to in-service teachers are limited; therefore, this study aimed to explore in-service teachers’ attitudes towards integrating 3D virtual worlds in educational activities. Data were collected from 31 experienced teachers after 20 hours training of virtual worlds using OpenSim. This presentation will discuss results of the collected data and teachers’ experiences with OpenSim.

289. VW - Open Wonderland and Education: The Design and Study of Two Learning Spaces for College
3rd Level - City Terrace 04
11:45 am to 12:45 pm

Students Rebecca Jeste, Andrey Gavrilov, Earlham College; Alethia Stuel, Esteban Arguedas, Earlham College; Soheir Amiri, Earlham College Faculty in two programs collaborated with students to develop learning spaces for their respective classes using Open Wonderland. One space is for language learning and the other for exploring issues of business ethics. We detail how we worked collaboratively, the created spaces, lessons learned, and the analysis of our learning outcome data. The presentation is applicable to new users of virtual worlds, those considering using them, and those interested in research on their effectiveness.

290. AECT Past Presidents Luncheon (Past AECT Presidents only)
11:45 am to 2:00 pm
3rd Level - Boardroom 2

Attendees:
Steve Harmon, Georgia State University

291. CLT - Lunch & McJilven Lecture (preregistration required)
11:45 am to 12:45 pm
3rd Level - City Terrace 04

Presenter:
Reframing the Digital Divide within a 'Flat World' Context DEEPAK PREM SUBRAMOY, GRAND VALLEY STATE UNIVERSITY

This paper employs various theoretical lenses to reframe the nature and ramifications of the Digital Divide, which remains a pressing sociocultural issue within our diverse society even as technological advances, globalization and other developments are rendering digital media technologies nearly ubiquitous. In tackling the Divide, the paper suggests a twin-proposed approach consisting of a voluntary dismantling of existing sociocultural privilege systems coupled with overcoming resistance through the widespread, systemic introduction of culturally responsive technology instruction.

292. DDJ - Luncheon (preregistration required)
11:45 am to 12:45 pm
3rd Level - City Terrace 12

293. GSA - Membership Meeting & Luncheon
11:45 am to 12:45 pm
3rd Level - City Terrace 04

Presenters:
First Sarsar, Georgia State University
Jason A. Engerman, Penn State University
Tonia A. Dowsey, University of Wisconsin

Join us for our annual GSA meeting and Luncheon! Meet our new GSA President, Jason Engerman, who will start his term at the end of the conference and hear about our 2014-2015 goals. This is also an opportunity to learn about GSA leadership opportunities. If you haven’t done so already, this is the perfect opportunity to nominate yourself for a leadership position.

294. AECT - Spotlight on Historical Research in Educational & Instructional Technology
1:00 pm to 2:00 pm
3rd Level - River Terrace 3
Facilitator: Wendy Gentry, Virginia Tech

Spotlight on Historical Research in Educational & Instructional Technology Rebecca P. Butler, Northern Illinois University; Bettylene Gregg, Northern Illinois University; Kay Shelton, Northern Illinois University; Matt Ates, Virginia Polytechnic Institute and State University; Mary Marks, Northern Illinois University; Nicholas Onalde, Northern IL Univ; Darryl Draper, Old Dominion University

This session, sponsored by the AECT History and Archives Committee, addresses several types of historical research currently being done by educational/instructional technology professionals. Each researcher will summarize his/her current research in terms of subject, methodology within the historical realm, findings, and why his/her research is important to the members of AECT and educational technology in general. Subjects to be addressed include the history of hand-helds, early technology centers, and the technological sublime.

295. CLT - Membership Meeting
1:00 pm to 2:00 pm
3rd Level - City Terrace 04

296. D&D - Designing for Language Learning
1:00 pm to 2:00 pm
3rd Level - Clearwater
Facilitator: Kim A. Holster, University of Denver

The Impact of Spatial Bias and Language on Designing Multimedia Presentations Arwa Mashat, Old Dominion University; Ginger Watson, Old Dominion University; Amy Adcock, Old Dominion University

The purpose of this study was to explore how the writing direction of a learner’s native language (English & Arabic) influences spatial bias and if the bias has an impact on multimedia learning and mental effort. Results are presented along with design heuristics to be considered when designing text and multimedia.

Can Students Learn to Speak Italian from an Online, Story-Based Tour of Italy? Penny Balston-Berg, Penn State World Campus; Juan Xia, Penn State World Campus

Join members of the design team for a discussion of the research, design, development, and evaluation of an online, story-based Italian language course supplemented with speaking exercises, vocabulary games, and partner practice at a distance. The discussion will be presented as a practice case with an emphasis on design process, team configuration, impact on the adult learner target audience, and lessons learned. Purposeful design for reusability and scalability to other courses will also be discussed.

297. D&D - Examining a Multi-Institutional Virtual Service-Learning Collaboration
1:00 pm to 2:00 pm
2nd Level - Grand 1
Facilitator: Yvonne Earnshaw, Florida State University

Exchanging a Multi-Institutional Virtual Service-Learning Collaboration Jennifer Maddrell, Designers for Learning; Gabrielle Blake, Old Dominion University; Elizabeth Boling, Indiana University; Ronda Dorsey, Lumen Learning/Indiana University - Bloomington/Chadron State College;
Optimal Challenge in Problem-Based Learning

Suha Tamim, University of Memphis

Ill-structured learning environments, such as Problem-Based Learning (PBL), provide students the opportunity to more control over their learning with complex, ill-structured, and open problems. However, ill-structuredness and the need for self-direction (i.e. autonomy) are difficult for some students. This paper is a conceptual framework on how to design PBL, experiences such that students with a full range of abilities experience optimal challenge, defined as an optimal balance between the skill level of the participant and appropriate task difficulty.

Creating supportive learning environments for an intensive graduate online course: A case study

Sunyoung Park, Louisiana State University; Eutho Jung, Indiana University; Minkyoung Kim, Indiana University

The purpose of this study was to understand the features of an intensive graduate online course and suggest the implications for preparing and teaching intensive online courses to establish supportive learning environments. Using a case study approach, we observed diverse activities and dynamics in an intensive graduate online course and identified key components of supportive learning environments. Implications from the findings were discussed for future research.

Using a flipped classroom model to support PBL: A qualitative investigation

Andrew Tawfik, Concordia University Chicago; Christopher Lilly, Concordia University Chicago; DeAndre McLaurin, Concordia University Chicago

This work-in-progress study reports on the perceptions of students (N=10) as they enrolled in a flipped classroom and support problem-based learning in a statistics course. To date, the grounded theory research is still under review (work in progress). However, an initial review of the data shows various themes related to: content of the videos, multimedia design of the videos, collaborative problem-solving, delegation of responsibility, self-directed learning, and instructor role.

Web Conferencing in Online Classes to Increase Community: Building Higher Levels of Social Presence, Teaching Presence, and Cognitive Presence

Sheri Stover, Wright State University

This presentation will compare the level of community of inquiry in online graduate classes that use web conferencing compared to those that do not use web conferencing. It will also look at students perceptions of Teaching Presence (TP), Social Presence (SP) and Cognitive Presence (CP). The presentation will show that students had significantly higher (p < .001) levels of TP, SP, CP and Community of Inquiry in classes that used web conferencing.

A Meta-Analysis of the Scaffolding Effects of Question Prompts in Technology-Supported Learning Environments

Victor Law, University of New Mexico; Kun Huang, University of North Texas Health Science Center; Sun Ge, University of Oklahoma

Research on the effects of question prompts as an instructional scaffold has been conducted in the past two decades; yet there is a lack of systematic review and analysis of the effects of question prompts on learning outcomes. This meta-analysis aimed at examining the impact of prompting on different types of learning outcomes. Preliminary analysis revealed that question prompts had stronger effects on cognition and problem-solving outcomes, but weaker effects on metacognition and other outcomes.

Brain-based and mindfulness research: Potential systemic effects in education

Anthony Chow, University of North Carolina at Greensboro

In this session, the presenters will provide an overview of research on micro-level problems such as human learning, teaching, and research, as well as macro-level issues such as opportunities and challenges these research trends and theories may hold for education as a system.

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Technology- Supported Learning Environments

Kei Tomita, Indiana University Bloomington

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Chinese learners’ perceptions of MOOCs as a disruptive innovation and hopefully provide suggestions concerning MOOCs learners, policy, and course design.

Connecting Taiwanese and U.S. Students via VoiceThread JINN-WEI TSAO, University of Georgia; Szu-Yeh Justine Chien, UGA; Michael Orey, University of Georgia

The intention of this study is to make connections between people on a global scale through the use of innovative technology (VoiceThread and other Web 2.0 tools). This study focuses on how educators in higher education can use the emergent technology tools to help undergraduates develop their intercultural communication competence and visual literacy. In this session, findings will be discussed on visual literacy, intercultural communication competence, challenges, and strategies to improve cross-cultural interaction.

Factors of Adoption of E-learning and Distance Education in Armenia VArVARA G GASPYRAN, Doctorate Student of Nova Southeastern University

After the collapse of the Soviet Union, The Republic of Armenia, in 1991, became an independent country, and began reorganize its social system and modified educational sphere of the society. Post-Soviet Armenia modified educational system according country’s: traditional needs and began implementation in education of new technology and e-learning and online learning. In 2005, Armenia joined the Council of Europe by signing the Bergen Communiqué, and initiated all necessary reforms of implementation of European educational standards. Abstract is based on the study of the factors of adoption of online learning and distance education in the educational system of Soviet and post-Soviet Armenia.

Information Visualization in Students Eye: An Eye Tracking Study of Rising Sea Levels Dalia M. Aljihayak, King Saud University; SUZAN ALAYHA

This presentation focuses on how learners process information visualization by exploring the relationship between fifty undergraduate learners’ performance and their viewing behaviors gained from eye tracking. Students’ attitudes toward learning by using graphics, along with quantitative and qualitative analyses, will be presented. The results will be discussed. The results will reveal a deeper understanding of how learners process visual information, and therefore, will assist instructional designers in creating more effective visuals.

Digital Professional Portfolios: A Capstone Master Project Karen Kaminski, Colorado State University

This panel will share the guidelines for professional portfolio development, assessment rubrics, and examples of digital portfolios created by distance master students as their capstone project in the Master of Education - Adult Education and Training. We will discuss the different design techniques and how they not only share information about the student but examples of their skills in digital content creation.

Research: Information Visualization and Practice: Digital Portfolios as visual representations of learning are both vital to our understanding of the importance of visual literacy in 21st century learning.

Digital Portfolios: A Capstone Master Project

The University of Georgia

Comparison and Analysis of Existing Multimedia Production Competencies Studies: Implications and Next Steps Bill Sugar, East Carolina University; Abbie Brown, East Carolina University; Lee Daniels, E T State Univ; Brent Hoard, Old Dominion University; Florence Martin, University of North Carolina - Wilmington; Albert Dieter Ritzhaupt, University of Florida

This panel discussion describes the results and analysis of four multimedia production competencies studies, as well as other related competencies studies. This analysis identified similarities and differences between these studies. During this discussion, we propose next steps in understanding the multimedia production competencies required of Instructional Design and Technology professionals, as well as future directions in investigating this research area.

Digital Portfolios: A Capstone Master Project

The University of Georgia

The purpose of this study is to analyze recent trends of smart learning research in South Korea. With its fast adoption of innovative technologies, South Korea is known as Information Technology Showcase and four in every 5 people in the nation owns a smartphone. The study applied text mining methods to examine the 143 research articles published between 2009 and 2013 by indexed journals in the KERIS/Korea Education and Research Information Service) database. Several research themes and issues related to smart learning were identified, and these themes were further analyzed in terms of productivity by the year, discipline, and types of research. By informing the AECT community about the trends of smart learning research in South Korea, the authors hope to facilitate fruitful discussions of directions for future research across various geographical regions.

Digital Portfolios: A Capstone Master Project

The University of Georgia

The challenge of predicting students’ final score with online activity in blended learning environment: A comparison between discussion-based learning and lecture-based learning Jeong-Hyun Kim, Ewha Womans University; Yoonjeong Park, Ewha Womans University; Jongwong Song, Ewha Womans University; H.Jin-Young, Ewha Womans University

A variety of studies to predict students’ performance have been conducted since the educational data tracked from LMS are increasingly utilized to analyze their learning behaviors. However, such a prediction is still challenging in blended learning environments due to the large proportion of residuals occurred by offline behaviors that are not explained by student’s online activity. In this study, we analyzed two different blended classes (discussion-based vs. lecture-based) by using a mix of regression and random forest approach.

Trends of Smart Learning Research in Korea Ji-yeon Lee, Inha University; Ji-Hye Kang, Inha university

The purpose of this study is to analyze recent trends of smart learning research in South Korea. With its fast adoption of innovative technologies, South Korea is known as Information Technology Showcase and four in every 5 people in the nation owns a smartphone. The study applied text mining methods to examine the 143 research articles published between 2009 and 2013 by indexed journals in the KERIS/Korea Education and Research Information Service) database. Several research themes and issues related to smart learning were identified, and these themes were further analyzed in terms of productivity by the year, discipline, and types of research. By informing the AECT community about the trends of smart learning research in South Korea, the authors hope to facilitate fruitful discussions of directions for future research across various geographical regions.
313. RTD - Mixed Method Research Effects and Strategies
1:00 pm to 2:00 pm
2nd Level - Grand 8
Facilitator: Julianne Jung, Indiana University Bloomington

Effect of Self-Generated Learning of Chinese Idioms through iPads, A Mixed-METHOD Study Ying Xie, Northern Illinois University; Chunsheng Yang, University of Connecticut
This proposal reports a Category 1 Completed Study on using iPads in teaching Chinese idioms to heritage learners. Twelve college students were engaged in self-generated learning process of abstract and concrete idioms with iPads. Students’ short-term and long-term performances of their learning were collected, together with their feedback to a questionnaire and artifacts they created during the learning process. The results showed that the textual and visual illustrations of the idioms facilitated idiom learning.

Strategies for Integration in Mixed Methods Studies Sylvia Rogers, University of South Alabama; Gayle V. Davidson-Shivers, University of South Alabama
This paper will illustrate several strategies for better integration of quantitative and qualitative data. The strategies are: 1) merging data in discussion; 2) merging data with matrices, 3) transforming data, and 4) “following a thread”. The strategies will be illustrated from the context of a mixed methods study.

314. SMT - Digital Video Use in the Classroom
1:00 pm to 2:00 pm
3rd Level - Boardroom 4
Facilitator: Yang-Hsueh Chen, National University of Tainan, Taiwan
Presenter: Guided Inquiry and Digital Video Technologies in the Elementary Science Classroom Luclllia Green, Georgia Southern University; Karen Chasseur
Student-created video projects developed within the framework of guided inquiry, help learners shift from a focus on abstract, scientific concepts to practical scientific applications. This ongoing, qualitative case study investigates the design and development of a guided inquiry unit integrating digital video technologies. The unit, delivered to preservice elementary science teachers, models 21st century learning experiences of physical science concepts such as force and motion.

315. TED - Web-based Tools to Support Teacher Learning
1:00 pm to 2:00 pm
3rd Level - City Terrace 11
Facilitator: Diego Bonda, University of Georgia
Presenters: Designing Authentic Activities to Enrich Pre-service Teachers Knowledge of Web-Based Tools to Support E-Learning Tian Liao, Ohio University; Alex Murray, Ohio University
This study provides an overview of an authentic learning project designed to teach pre-service teachers how to create a supplemental e-Learning space for a K-12 student faced with a challenge of being away from the class for a set period of time. The design of the authentic learning activities within the project was grounded in Herrington’s authentic learning framework. Findings demonstrated that meaningful authentic learning activities were beneficial in the context of pre-service teacher training.

Designing and Reflecting Online in the Teacher Induction Network: A Practice Examined Joshua Alexander Ellis, University of Minnesota; Justin McFadden, University of Minnesota; Tasmem Anwar, University of Minnesota; Gillian Roehrgeb, Associate Professor
The Teacher Induction Network (TIN) is an online learning environment designed to support new STEM teachers in their first years of practice. We employ design-based research practices to create and refine a unique online space which affords teachers the capacity to reflect on their teaching practice and collaborate with their peers. This presentation will outline the practices at work, showcase the technologies in use, and invite discussion regarding future refinements.

316. VW - Virtual World Framework Design
1:00 pm to 2:00 pm
3rd Level - City Terrace 08
Facilitator: Tom Atkinson, AECT
Presenter: Framing Educational Research Methods in Desktop Virtual World Environments as Applied in Case Studies Dennis Beck, University of Arkansas; Ross Perkins, Boise State University
This article describes educational research methodologies being used in the investigation and evaluation of desktop virtual world environments in higher education. Utilizing a framework developed from Ellis’ research framework on innovations (2005) and roofs and Heuberg’s research goals (2003) in another publication (Beck & Perkins, 2014), we provide a detailed case study of how to use the framework to select research methods and goals that may have the maximum intended impact.

i-MMOLE 2.0: Framework for Designing Virtual World Lessons Steve Downey, Valdosta State University
Since its inception, the Instruction for Massively Multiplayer Online Learning Environments (i-MMOLE) instructional design framework has been used to generate more than 400 lesson plans that incorporate virtual worlds into their instruction. This presentation highlights the development of the initial framework, three years of research findings associated with its utilization, and, finally, the release of i-MMOLE 2.0 for use in designing future virtual world lessons.

317. CLT - Community Engagement
2:15 pm to 3:15 pm
3rd Level - City Terrace 06
Facilitator: Denise Tolbert, National University
ActNOW: Resetting the Health Trends in the African American Community Denise Tolbert, National University
The G.R.E.E.N. Foundations is a non-profit organization dedicated to improving health outcomes in African American community. This session will describe the evidence-based model used by The GREEN Foundation and how that model can be utilized in health education endeavors. Analysis of data from conference participants will be presented.

The possibility of adopting MOOCs into museum practice Pei-Wei Lee, PSU
In general, MOOCs are free online courses ofered by both universities and scholars around the world through the delivery of different platforms in addition to three brand name providers. The rise of MOOCs has posing challenging questions for administrators and educators in academia, particularly in higher education. The question of whether MOOCs are a disruptive innovation or just a fad due to relatively new notion right now, the MOOC phenomenon will impact the field of museum education sooner or later. This article presents a framework for museum professionals to discuss the possibility of adopting MOOCs to promote innovative programs and outreach which facilitate lifelong learning, self-directed learning and informal learning.
318. D&D - Instructional Strategies  
2:15 pm to 3:15 pm  
2nd Level - Grand 2  
Facilitator:  
FILIE AKTAN, Student  

Presenters:  
Maximizing the Use of Germane Cognitive Resources When Teaching Complex Tasks in Physics  
Yekaterina Silva, ODU; Gary Morrison, Old Dominion University; Ginger Watson, Old Dominion University  
This study examined two instructional strategies for teaching complex tasks in an undergraduate physics course. Sixty-three participants were randomly assigned to either the control, self-explanation, or self-explanation and completion group. All participants received the same lecture, but homework problems were modified to include the self-explanation and completion problems. The results found that prompts to self-explain led to increased performance, did not increase time on task, and the quality of self-explanations improved with time.

The MegaTech Project: A Goal-Based Scenario for Maximizing the Use of Germane Cognitive Resources  
FILIZ AKTAN, Northern Illinois University;  
The purpose of this presentation is to discuss our role as educational technology consultants for rural school districts across our state. Through this role, we have implemented a bring your own technology initiative, headed just-in-time professional development, designed learning environments for 1:1 schools, and proposed solutions to provide internet access to low-income families. We will discuss lessons learned from this role and essential principles when creating sustainable solutions to meet district needs.

320. D&D - Practical Use of Open Source and Open Educational Resources  
2:15 pm to 3:15 pm  
2nd Level - Grand 3  
Facilitator:  
Ya-Ju Lin, University of Georgia  

Presenters:  
[NR] Collecting and Making Sense of Video Learning Analytics  
Michael Giannakis, Old Dominion University; Konstantinos Chronopoulos, Ionian University; Nikos Choroschides, Old Dominion University  
In this paper, we present an open-source and web-based video learning analytics system alongside with the first empirical results. Our system facilitates the analysis of video learning behavior by capturing learners' interactions with the video player (e.g., play, pause). The system allows any researcher or educator to create a custom video-based experiment by selecting: 1) a video lecture from YouTube, 2) quiz questions, and 3) video player buttons.

Secondary History Teacher's Online Resource Search Behaviors: Research Findings Ward Cates, Lehigh University; Paule Hawkins Mantle, Lehigh University  
Many teachers go online to locate classroom resources. Online databases of Open Educational Resources (OERs) they may encounter frequently provide little or no scaffolding to help them identify/locate resources. Database search engines can be confusing; results can be overwhelming. This presentation reports survey findings from 1250 high school history teachers. It discusses history OER database search engine functionality and design, help functions, OER modification, and participation in user-provided data creation.

321. D&D - Principles of Program Design and Development  
2:15 pm to 3:15 pm  
2nd Level - Grand 1  
Facilitator:  
Amy Marie Grincewicz, Kent State University  

Presenters:  
Graduate Programs in Instructional Design & Technology: Factors that Support Program Development, Growth and Sustainability  
Jonathan McKeown, University of Tampa  
A new program in Instructional Design and Technology was recently developed and started at a medium sized university. As part of the development and implementation process a feasibility study and market analysis was conducted to determine the suitability of creating a new degree program in this field. This presentation will report on the results of the study from 55 businesses that hire instructional designers as well as graduate students’ perceptions of our field.

Creating a New Online College from Scratch Using Sound Instructional Design Principles Tara Bunag, Mount St. Mary's Online; Anthony Bunag, Mount St. Mary's Online; Michael Cotum, Portland College at Mount St. Mary's  
This proposal details an innovative use of instructional design during the creation of a new college. Building from the ground up allows us to avoid the challenges of a pre-existing infrastructure, and makes instructional design one of the main considerations in the creation of the college. We will discuss some of the unforeseen difficulties in attempting such an ambitious plan, along with the advantages of starting from scratch.

322. D&D - Research in Instructional Design Courses  
2:15 pm to 3:15 pm  
3rd Level - Clearwater  
Facilitator:  
Darryl Draper, Old Dominion University  

Presenters:  
Expecting the unexpected: How graduate students in ID use reflective writing to explore their relationship with uncertainty and designer identity  
Monica Tracey, Wayne State University;  

Alisa Hutchinson, Wayne State University

Design thinking identifies designers, rather than models, as the drivers of the ID process who use reflection to manage uncertainty in the design space. As such, the designer’s relationship with uncertainty becomes an important component of the development of professional identity. This qualitative study extended previous research on reflection in an online ID graduate course by focusing on how subjects (re)considered their experiences and beliefs regarding uncertainty via reflective journal writing.

A Phenomenological Investigation of Instructional Design Students’ Experiences with Digital Storytelling Dentic Eseyel, University of Oklahoma; Omer Faruk ISLIM, Middle East Technical University; Kristinna Sanchez, University of Oklahoma  
A major challenge of an instructional design (ID) course is to cover the depth and breadth of the ID knowledgebase in a short semester-long course. Can digital storytelling help address this challenge? This phenomenological study investigated the experiences and learning gains of ID students when digital storytelling activities replaced traditional methods. We present in detail our implementation and the findings of the study in an effort to demonstrate effective uses of digital storytelling in graduate education.

323. DDL - Meta and Content Analyses of Online Environments, QRDE, and Social Loafers and Free Riders  
2:15 pm to 3:15 pm  
3rd Level - River Terrace 3  
Facilitator:  
Swapna Kumar, University of Florida  

Presenters:  
e-Team Learning: A Literature Review of Online, Synchronous, Collaborative Small Groups with Social Loafers and Free Riders Lorrie Lynn Tobler, BYU Idaho  
An in-depth literature review of online, synchronous collaboration in small groups looking specifically at social loafers or free riders in the context of distance education. The researcher gives the benefits, drawbacks, and previous research minimizing social loafing or free riders. Future development and learning may be impacted by increasing group learning (collaboration, cooperative learning, or peer tutoring) by using a sound theoretical base to design and develop effective groups.

A Content Analysis of the Quarterly Review of Distance Education: Volume 1, Number 1 to Present Gary J. Anglin, University of Kentucky;  

Alisa Hutchinson, Wayne State University

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324. DDL - Multi-Modal Course Delivery: Face-to-Face and Online Students Together
2:15 pm to 3:15 pm
3rd Level - River Terrace 1
Facilitator: Tom Hergert, St. Cloud State University
Presenter
Multi-Modal Course Delivery: Combining Face-to-Face and Online Students Together Beth Gayrnan, UNCW; Florence Martin, University of North Carolina - Wilmington; Raymond Pastor, Sheri Anderson, UNC Wilmington; Jennifer Maddrell, Designers for Learning; Amy Adock, Old Dominion University
This panel session including university faculty and instructional designers will share their experiences delivering courses and professional development sessions through a multi-modal format. Multi-modal is defined as "simultaneous delivery of instruction both face-to-face and synchronously online with supporting asynchronous materials and activities." (Author & Author, 2013). This delivery method provides flexibility and connectedness for today’s modern students and faculty. Convenience and quality of instruction are at the center of this delivery model.

325. DDL - New Board Meeting
2:15 pm to 3:15 pm
2nd Level - Grand 4

Stacey Greenwell, University of Kentucky
The results of a content analysis of the Quarterly Review of Distance Education using ERIC descriptors and a classification system developed by Zawacki-Richter (2009) is presented in order to identify the major areas of research and research trends in the journal from Volume 1, Number 1 to the present issue. Demographic data will also be presented concerning authors and institutional affiliations by country.

Learning in Online Learning Environments: A systematic review and meta-analysis Hyewon Lee, The University of Georgia
The purpose of this study is to report the technologies and strategies that were used in online learning environments to improve student motivation, engagement, and emotions as well as to enhance the learning process. This study attempts to provide a holistic overview of the range of effects that motivation, engagement, and emotions have on online learning in order to deliver specific pedagogical implications to researchers and practitioners.

326. DSC - Systemic Change though Open Education
2:15 pm to 3:15 pm
3rd Level - City Terrace 09
Facilitator: Matthew Schmidt, University of Hawaii, Manoa
Presenters
Islands Emerging: A Systemic Change Interpretation of a Small Island State Consortium’s Journey Toward Open University Programming and Leadership Genevieve Gallant, GCOulants Limited; Eugene Kowch, University of Calgary - Faculty of Ed
Too few examples of systemic change processes and leader organizations exist to help instructional designers, program developers or universities interested in designing and leading systemic change. This paper offers research on a consortium of Small Island States working with international designers to lead new, shared online university program designs and delivery. It will be of great interest to anyone leading or designing 21st century higher education with an eye on systems change.

Using ADDIE and Systems Thinking as the Framework for Developing a MOOC: A Case Study Rebecca Ann Croxton, University of North Carolina at Greensboro; Anthony Chow, University of North Carolina at Greensboro
Higher education institutional leaders, educators, and instructional designers will benefit from this session as they look behind the scenes of how systems think and the ADDIE model was used to design and develop one of the first MOOCs at a mid-sized southeastern university. Our case study will cover the rationale for offering MOOCs, the process of MOOC design and development, from conceptualization to launch and evaluation directly from the instructor’s perspectives. The session will explore the contemporary issues surrounding MOOCs on both the macro university level and micro instructor level. The design and development of a MOOC comes with many challenges and questions, which will be discussed. Discussion will include how the ADDIE model can be used as a valuable process to bring about user centered, meaningful, and well-designed MOOCs in a time in which both MOOCs and systemic change are being called for in higher education.

327. ETR&ED Award Presentation
2:15 pm to 3:15 pm
3rd Level - River Terrace 2
Presenter: Allison Carr-Chellman, The Pennsylvania State University
Chair: Jonathan M Spector, Department of Learning Technologies
Discussant: Tristan Johnson, Northeastern University
Distinguished Development Award Presentation: Gaming and Instructional Design – Alison Carr-Chellman (Pennsylvania State University)

328. GSA - 3MT Competition Finals
2:15 pm to 3:15 pm
3rd Level - City Terrace 12
Facilitator: Eunhae Lee, University of Georgia
With the preliminary round completed, it’s time for the finalists of the 3MT™ Competition to battle one last time for first place and People’s Choice. So, be sure to attend and cheer on your colleague!

329. INTL - First-Year Experience, Tenure and Scholarship: Supporting International Faculty in Instructional Programs
2:15 pm to 3:15 pm
3rd Level - St. John’s
Facilitator: Eunice Luyega, Nova Southeastern University
Presenter
First-Year Experience, Tenure, Scholarship, and Technology Programs Supporting International Faculty in Instructional Programs
Enilda Romero-Hall, University of West Georgia; Danilo M. Baylen, Ewha Womans University; Meng-Fen Grace Meng-Fen Grace, University of Hawaii; Linda Hynox, University of West Georgia; Enilda Romero-Hall, University of Tampa; Danilo M. Baylen, University of West Georgia
This is a follow session from the one held in Anaheim a year ago. It brings together a panel of instructional technology faculty members teaching at American universities with international backgrounds. The panel members will describe and discuss factors that impacted a successful first-year and tenure experiences among international faculty members. Also, they will address the challenges of scholarship, collaborative research, grant writing, professional development, networking, etc. Finally, they will provide advice in managing multiple roles and living successfully in both cultures (native and American).

330. KSET - Regulation and Student Learning
2:15 pm to 3:15 pm
3rd Level - Boardroom 3
Facilitator: Dongho Kim, The University of Georgia
Presenters
Mediating effects of co-regulation for collaborative learning Kyo Yon Lim, Ewha Womans University; Hana Park, Ewha Womans University; Hee Joon Kim, Ewha Womans University; Si Won Kim, Ewha Womans University; Hyesun Park, Ewha Womans University
This study explores the concept of co-regulation, which is defined as the process of converting self-regulation skill into group terms. Co-regulation has been recently considered important with the emphasis of collaborative learning. Another variable of interest in this study is group cohesiveness. The major research question investigates the mediating effects of co-regulation between group cohesiveness, self-regulation and academic achievement. It is expected to empirically demonstrate the significance of co-regulation thus far theoretically discussed collaborative self-regulation.

The Mediating Effect of Self-Regulation Between Digital Literacy and Academic Performance in the Digital Textbook for Middle School Jeongmin Lee, Ewha Womans University; Jiyae Noh, Ewha Womans University; Boram Cho, Ewha Womans University
The purpose of this study is to investigate the mediating effect of self-regulation between digital literacy and academic performance in the digital textbook for middle school. We propose that self-regulation mediates the relationship between digital literacy and academic performance. One hundred and fifty middle school students in South Korea who took English course with using digital textbooks participated in this research. After taking those classes during 6 weeks, student performance will be assessed. We will discuss the implications of our findings and future directions for research at the conference.

331. MDP - Membership Meeting
2:15 pm to 3:15 pm
3rd Level - City Terrace 07

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Facilitator: Aytekin Iman, Sakarya University

**Investigating the effectiveness of an adaptive learning system and predictors of student success**

Suha Tamim, Aytekin Isman
Sakarya University

This proposal reports a Category 2 Work in Progress on the effectiveness of an adaptive college algebra course and to investigate how measures of academic achievement and student characteristics predicted success in the adaptive learning environment.

**334. RTD - Research, Trends, and Roles in Health Education**

2:15 pm to 3:15 pm

Facilitator: Andrew Tawfik, Concordia University Chicago

Presenters

Examining the role of emotion in public health education using multimedia Sungwoon Chung, Texas Tech University; Jonggill Cheon, Texas Tech University

This study investigates how emotion influences learning performance (recognition, recall, and transfer test scores) and self-regulation in multimedia learning on health. Based on the Limited Capacity Model of Motivated Mediated Message Processing (LC4MP), this study uses a 3 (valence: positive, negative, neutral) x 2 (arousal: calm, arousing) experimental design. The findings will contribute to the understandings of the effects of emotion on multimedia learning and provide beneficial implications for health education.

Using Standardized Patients vs. Video Cases as a Method of Representing Clinical Problems in Problem-Based Learning Byoung Youn, Inje University College of Medicine; Jong Tae Lee, Inje University College of Medicine; Ikseon Choi, The University of Georgia; seokjin Choi, Inje University College of Medicine; Tae-His Kim, Inje University College of Medicine; Hye Rin Roh, Inje University College of Medicine; Byoung Doo Rhee, Inje University College of Medicine

This study investigates students’ experience with using Standard Patients (SP) as a problem representation method compared to using video cases in Problem-Based Learning. Ninety-nine second-year medical students who had experienced both video problems and SP problems responded to a Likert-scale questionnaire on their learning experiences. The results revealed that SPs led significantly positive experiences in motivation, reflection, authenticity, patient-doctor communication, and attitude toward patients when compared to video cases; and SPs offered more challenges than video cases in problem identification.

**335. SMT - Issues in Diversity, Distant Education, Standards and Ethics**

2:15 pm to 3:15 pm

Facilitator: Bruce Robert DaBeff, School Media & Technology

Presenters

Special Education Students in Virtual Schools: How they get there, why, and are they satisfied. Dennis Beck, University of Arkansas

There is little research on special education students’ school satisfaction and none in a virtual school. This is important because of the rigorous process that these students undergo when considering a school. The purpose of this study is to better understand what a special education student goes through when enrolling in a virtual school. Results will also indicate the reasons that special education students left their previous school and whether they were satisfied with it.

The “Other” Core Standards Movements: Implications for Educators of Media, Technology, and Design Tiffany Roman, Indiana University

One by-product of the recent movement to develop and implement Common Core State Standards (CCSS) has been the development of national core standards in other content areas (e.g., National Coalition for Core Arts Standards: Common Career Technical Core). This presentation overviews the implications for teachers of media, technology and design, including the values and ideologies represented in the standards. The meaning and consequences of the standards for teaching and learning will also be discussed.


Recently complete large-scale randomized controlled trials on the efficacy of a web-based intelligent tutoring system for the structure strategy (ITSS) showed statistically significant and positive effects for the ITSS classroom learners. Since reading comprehension is an essential skill these findings are not sufficient. We explored the data from the posttest relating to main idea (summary) writing tasks and found patterns where students showed intrusions from other classroom practices that negatively impacted their ability to learn and use the structure strategy. We report on two such intrusions in this paper and presentation.
In 2014, English Language Learners (ELLs) will not only have to overcome deficits in their knowledge of English, they also also have to overcome the technology skills gap that exists for students who have virtually no experience with technology. With these two challenges, learning English and gaining technology skills, ELLs face an uphill battle. This literature review will examine ELLs self-reported amount of computer technology and skills and test performance on online state assessments.

P04 CLT: Inequality issues in adoption and diffusion of technology: A review of literature remct kizilhoga, Indiana University
This paper is a review of the literature on the inequality issues in adoption and diffusion of technology. There are some differences in terms of the use of technology among different ethnicities, genders, socioeconomic status. However, the study also points to things generally to earlier than 2000 although the technology is improving and becoming more prevalent in society. Future research should focus more on new technologies and their effects.

P05 CLT: Language Learning Strategies and Technologies in a Self-Directed ESL Context – A Needs Analysis Shuya Xu, Indiana University Ai-Chu Ding, Indiana University
Curtis J. Bonk, Indiana University
The present study aims at finding out how people learn during the process of self-directed language learning, and what instructional or technical support can be provided to this process. This study focuses on Chinese-speaking international students pursuing a graduate degree in the US. The emphasis is on the use of language learning strategy and technologies, researchers will conduct pre-interviews, surveys, and follow-up interviews to collect data.

P06 D&D: Collaborating with Stakeholders and Subject Matter Experts to Design Learning Modules for the Medical School Environment Caitlin McKeown, University of South Florida Srinivas Bharudwaj, University of South Florida
A large medical college has responded to changes in the medical curriculum by developing integral anatomy modules through a collaborative design process. The modules were created with substantial input from subject matter experts (SMEs) and involvement of student stakeholders, and underwent multiple revisions based on feedback from users. This presentation will focus on the collaborative design process, interactive components, attitudinal survey results, and research implications of the learning modules.

P07 D&D: Creative Thinking, Collaboration and Problems Solving in Game Construction Learning: Survey Design and Development Cesar Navarrete, University of Texas at Austin
In the study on middle school student game construction learning environment, a survey is developed with interest in determining students’ perception of the primary 21st century learning constructs. Developed in stages that include reliability and validity testing, a principal component analysis (PCA) on a 20 item survey, rotated component loadings indicated three primary components: creative thinking, problem solving and collaboration. Suggesting cautious optimism, this survey may offer student-based indicators of 21st century skills.

P08 D&D: Principles and an Annotation Tool to Facilitate Reading Comprehension Sheng-Shiang Tseng, University of Georgia
Hui-Chin Yeh, National University of Science & Technology
Yue-Ju Lin, University of Georgia
Muhammad Nazil Iqandi, Student
This study aims to propose design principles of an annotation tool to facilitate reading comprehension. The researchers have graphed the stimulated simulations in a self-controlled social annotation tool (SAT) using Word files to plan the possible modules and functions to be programmed to promote reading comprehension. The functions include (a) adding and annotating documents, (b) organizing annotated documents, (c) and discussing work through chat rooms.

P09 D&D: Supporting Student Engagement in Online Discussion Through Gamification Lu Ding, University of Georgia
Michael Orey, University of Georgia
Gamification has been developed to describe game elements from good games and use those game elements into non-game context to make the activities more engaging. Gamification has been widely employed in business, health care, etc. Some researchers suggested that gamification approach could also be used in education to increase student motivation in learning. However, simply add badges or point system into learning content may not be beneficial for student learning, even diminish student motivation. Therefore, this study aims to propose a comprehensive conceptual framework for gamifying online discussion based on theoretical and empirical studies.

P10 D&D: Scaffolding Self-Regulation in Technology-Supported Problem- and Inquiry-Based Learning Sue Wilder, University of New Mexico
Victor Law, University of New Mexico
This proposal reviewed the literature on the effectiveness of scaffolding on self-regulation in a technology-supported problem- and inquiry-based learning environment. We reviewed 11 articles that examined the key phenomenon. The results revealed a positive effect of scaffolding on self-regulation. However, the literature also showed inconclusive evidence of the effect of scaffolding when it was given to the students’ with prior knowledge or when individual and collaborative scaffolds were given at the same time.

P11 D&D: Using the Community of Inquiry Framework for Library Science Course Design: An Eastern Caribbean Example Dorothea Vanessa Nelson, Student at University of Calgary
This paper proposes how the Community of Inquiry (CoI) theoretical framework might be applied in the design of a library and information science course to be offered online to library staff in the Eastern Caribbean. The CoI with its constituent presences provides a framework for the establishment of an online community of learners. Library staff in the Eastern Caribbean will benefit from this approach since they are dispersed across the islands and are currently isolated from each other.

P12 DDL: An Initial Investigation of Technical and Teaching Quality of Coursera Massive Open Online Course Videos Ayegul Gol, Sarah Miranda, Georgia State University
Lecture videos are one of the most common forms of instructional delivery in Massive Open Online Courses; however, little research has been done examining the quality of these videos. In particular, no current research has investigated student ratings of MOOC video quality. In this study we seek to fill this gap by having student participants score a sample of Coursera videos using a researcher-developed rubric. This research is valuable to both faculty and administrators interested in improving video quality in distance education.

P13 DDL: Creating Conceptual Models of Effective Interactions, Engagements, and Deep Learning in Online Learning Di Sun, Syracuse University Shiliang Li, Beijing Normal University
Based on the literature review, this study created three conceptual models to describe the integral relationships among two combinations of interaction, three types of student engagement, and deep learning, and constructed scales to measure the factors in the conceptual models. The theoretical foundation,
This study investigated the seven students’ online learning experience, and their perceptions & attitude toward online course. Three categories of the learning experience were examined. A total of 31 themes under the three primary categories were produced. Involvement of instructor, deep learning strategies, teamwork, diverse perspective, and communications with classmates were identified as the important themes according to code frequencies. Useful learning strategies and facilitating forms were also summarized.

P15 DDL: Implementing Service Learning in Online Courses
Sheeri Anderson, UNC Wilmington
Ye-Chang Hsu

This poster session will focus on implementing service learning in online courses and programs. The online format of service learning is referred to as e-service learning (E-SL). As more students enroll in online courses, it is imperative to continue to extend in-class concepts to real-world experiences in the online settings as well. Challenges and benefits of past e-service learning are reviewed as well as considerations for implementing e-service learning in future courses/programs.

P16 DDL: Uncover online learners’ cognitive presence in their self-directed design inquiry
Ye Chen, Syracuse University IDDE

This study investigated online learners’ cognitive presence in their self-directed instructional design inquiry. 151 reflection journal entries from 8 students were analyzed using content analysis method. Four significantly different phases of learners’ cognitive presence were identified, and generally exploration was the dominant phase. Also, the four phases of cognitive presence, during learning, were more or less dominant at different times in their design inquiry.

P17 DDL: Using Twitter to Increase Social Presence and Create a Community of Learners
Emma Wood, Syracuse University IDDE

Twitter has great potential as an educational tool, and creative use of Twitter activity is carefully scaffolded and a clear purpose given for their use, Twitter can help improve social presence and establish a community of learners.

P18 INTL: Mobile Learning Impact on English Listening and Speaking Skills in Collaborative Mobile-Assisted Language Learning Environments
Anwer Al-Zahrani, Northern Illinois University
P-Sai Hsu, Northern Illinois University

Mobile-Assisted Language Learning (MALL) facilitates the process of language learning via mobile devices. Many students strive to improve their English listening and speaking skills. They usually struggle with listening and speaking because of the promptness of actions or conversations, unlike reading and writing where students have enough time to respond. This study attempts to explore the role of collaboration and feedback among English language learners who have difficulties in enhancing their listening and speaking skills.

P19 MPD: Using iBook Author to Design an eBook
Florencia Martin, University of North Carolina - Wilmington

The development of ebooks has a huge potential to impact the way we present and access information in book form. The technical capability of ebooks allows for interactive elements, to be imbedded in ways that were not possible with traditional print medium. The purpose of this poster is to 1) showcase the potential for interactive and multimedia components in ebooks and 2) illustrate applying design principles for print to ebook design and development using iBooks Author.

P20 SMT: Tablet PCs in Teaching and Learning: Current State of Knowledge rem2p clzibop InA University

With the proliferation of tablet PCs and their potential presence, it is important to investigate what kind of technology are they, and how this innovation is being adopted regarding adoption and diffusion theories and models, especially on large scales. This literature review aims to explore current state of knowledge on the educational uses of Tablet PC’s. This study mentions mobile technology, technology integration process, adoption and diffusion theories and models.

P21 SMT: The technology usage pattern for small group learning: Cases of nation-wide survey in South Korean universities Jiyoon Hong, Chang-Ang University

This is a study on the technology usage pattern for small group learning. We reported result of online survey of university students at fifty-four South Korea universities. To discover if the frequency of using technologies for small group learning predicts learners’ perception on technology as useful communicative learning tools. This study is hoped to provide implications on designing communication processes or tools for small group learning.

P22 T& P: Can PBL and SDL be BFEs? Implementing PBL in a Self-Directed Learning Environment Colin Taper, University of North Carolina Wilmington

This poster focuses on exploring the role of collaboration and feedback among English language learners who have difficulties in enhancing their listening and speaking skills.

P23 TED: Cultivating the 4Cs of 21st Century Skills in Pre-service Teacher Education: The Marshmallow Challenge
Goknur Kaplan Akilli, Northern Illinois University

The challenges of applying Instructional Systems Design (IDS) principles and PBL as an instructional design model in architecture and development of a self-directed learning material for training adult learners will be discussed. Formative evaluation results and designers’ self-reflection on the limitations and strengths of the PBL model will also be shared.

P24 TED: Digital Badges Workshop System: Examining Preservice Teachers’ Motivation, Self-efficacy, and Intentions to Use Technology Yin-Chun (Janet) Liao, Indiana University

The presenters will present the design of digital badges as additional endorsements attached to a serious of workshops on SMARTBoard and online teaching strategies for preservice teachers’ technology skills. This case study will explore preservice teachers’ motivation, self-efficacy, and intentions to use technology after earning digital badges from professional learning workshops, and their perceptions of the usefulness of the professional learning workshops.

P25 T& E: 3D Printing in the Language Classroom: augmentation Vargas Berry, University of Memphis

This presentation has the purpose of expanding the use of digital storytelling to engage students in learning other languages. Foreign language textbooks present vocabulary, grammar, and cultural aspects using a fragmented approach. Connecting contextual material with real life stories through technology improves students’ interest in learning. Technology delivers and provides new ways for teachers and students to tied up materials by using storyboarding.
P28 TED: Technology Integration in Charter Schools: A Study of Charter School Teachers’ and Principals’ Beliefs and Concerns

Rita A. M. Seok, Albert Dieter, Amber Smock, University of Florida

University Charter schools started as a reform to establish an alternative educational system that would address the needs of underprivileged students. However, there is a concern about teacher knowledge and skills, subject matter competence, and institutional culture. This study was designed to examine charter school teachers’ and principals’ beliefs and concerns about the integration of technology in charter schools. The purpose of this study was to provide insights into the alignment in terms of beliefs, and to identify areas for improvement in order to support technology integration practices in charter schools. The findings suggested an alignment in terms of beliefs, and concerns about teacher knowledge and skills, subject matter competence, and institutional culture. There was a discrepancy between teachers’ and principals’ concerns with regards to technology resources and state assessment requirements.

P29 TED: Validation of the Survey of Preservice Teachers’ Knowledge and Concerns regarding Technology Acceptance and Adoption

Funda Ergulec, Indiana University

This presentation will discuss about and demonstrate the innovative instructional strategies and materials used in a study on graduate-level Reading Teacher candidates’ technology acceptance and adoption while they learn about and incorporate Web 2.0 technologies in their interventions with struggling readers. The findings from the study may help teacher preparation programs in universities to assist teacher candidates in designing instructional practices. Audience participation will be encouraged to discuss and share new ideas.

P31 VW: Designing a Reading Enhancement Environment in Second Life Jui-Ling Chiang, Northern Illinois University

Chang Chia-Ping, Northern Illinois University

Nicholas Onale, Northern IL Univ

This study uses a mixed-methods research design to explore the creation of a virtual reading environment within a virtual world (Second Life, SL). The constructs of interest in this case are engagement and motivation. The study explored the early stages of blending ESL literacy and Instructional design aspects by analyzing and visualizing three reading materials in Second Life. This study will also present the preliminary results from the SL environment. The outcomes of the study will help to determine the effectiveness of the SL environment for reading instruction.

P32 VW: A Reading Enhancement Environment in Second Life - A Situated Problem Solving Case for Teaching Elementary Students who are Learning English as a Second Language

Selcuk Eren, George Mason University

This session aims to present an innovative approach to teaching reading to students learning English as a second language. It will showcase the development and implementation of a virtual reading environment within a virtual world (Second Life, SL). The presentation will include discussions on the design of the virtual environment, the instructional strategies used, and the assessment of student engagement and motivation. The outcomes of the study will help to determine the effectiveness of the SL environment for reading instruction.

P33 VW: Using Second Life for Teaching Entrepreneurship in a Distance Education Setting

Luis Mendes, Walden University

Boaventura DaCosta, Solers Research Group

This presentation will discuss about the design and implementation of an online entrepreneurship course in a virtual environment (Second Life, SL). The presentation will showcase the development and implementation of a virtual setting for teaching entrepreneurship, focusing on the design of the virtual environment, the instructional strategies used, and the assessment of student engagement and motivation. The outcomes of the study will help to determine the effectiveness of the SL environment for teaching entrepreneurship.

P34 VW: A Case Study of VoiceThread Utilization in a Writing Course

Xeturah, University of South Carolina

This session will explore the design and implementation of a writing course using VoiceThread, an online multimedia presentation tool. The presentation will showcase the development and implementation of the course, focusing on the design of the VoiceThread environment, the instructional strategies used, and the assessment of student engagement and motivation. The outcomes of the study will help to determine the effectiveness of VoiceThread for teaching writing.
T11 DDL: A Survey of Admissions Requirements of Online Doctoral Programs
Roos Perkins, Boise State University
Patrick Lowenthal, Boise State University
The number of distance-based doctoral programs has grown dramatically during the past few years. Distance-based doctoral programs are confronted with a host of challenges. Among these is creating an equitable and fair admissions process that does not burden applicants or faculty with unnecessary work and ensures the selection of high-quality candidates. This presentation reports on common admissions requirements among institutions offering online doctoral programs in Educational Technology.

T12 DDL: Attrition in distance education by nontraditional undergraduate students
Ashley Gouger, Syracuse University
This presentation examines the different definitions of nontraditional student as well as the different models that have been set forth to explain nontraditional student attrition. It also presents findings from the research of Purdue University, with an understanding of some of the barriers faced by nontraditional students, instructors, instructional designers, and institutions can create flexible, engaging, and responsive distance education and online courses for nontraditional students.

T13 DDL: Creating effective training support system for online faculty
Victoria Walker, Purdue University
Marcia Evert, Purdue University
This proposal describes the design and development of an intervention for the training and support of adjunct faculty in a rapidly growing online program at a large research university, designed to improve the efficiency and effectiveness of the teaching preparation and assistance provided to adjuncts. This paper addresses the unique design considerations made in the selection of the training methods and support services for the online adjunct faculty, and the design of related performance measures.

T14 DDL: Developing an Instrument to Measure Student Competencies in Online Learning: Focused on Learner Characteristics and Technical Competencies
TAEHO YU, PURDUE UNIVERSITY
This purpose of this study is to develop an instrument to measure student competencies in online learning from the lens of learner characteristics and technical competencies. First, by using existing literature related to learner characteristics and technical competencies scales as a guide, a new instrument will be developed to measure student’s competencies in online learning environments. Second, the reliability and validity evidence of the developed instrument to measure learner characteristics and technical competencies will be evaluated.

T15 DDL: Effect of online learners’ social networking experience and perceived social presence in online learning
Jieun Lim, Purdue University
Jennifer Richardson, Purdue University
As social networking spreads, many researchers have paid attention to the potential of social networking as an educational avenue. Much of the research that reports the educational effects of social networking indicates that social networking is an effective place for communication, collaboration, and sharing information of online learners. However, there are few empirical studies that show online learners’ social networking experience and how the experience relates to their perceived social presence in online learning.

T16 DDL: Enhancing Online Courses with Digital Storytelling Elements
Sally J Baldwin, Boise State University
Yu-Hui Ching, Boise State University
Prior research identified great potential of digital storytelling to enrich learning and engage learners. In this study, we conduct a review of literature to critically examine the use of digital storytelling in different educational contexts and identify elements that have been shown to improve cognitive and motivational learning. We aim to provide educators and course designers with suggestions to encourage incorporation of these elements for more effective, engaging, and personalized online courses.

T17 DDL: Introducing Online Collaborative Tools to an Online Course
Saha Tamim, University of Memphis
Deborah L. Lofthus, University of Memphis
This session focuses on the introduction of four collaborative online tools to an online graduate course: VoiceThread, Google Docs, Google Hangout, and Google Drive. Discussion topics include goals for integrating the tools, student reactions, and recommendations for improved implementation of online collaborative tools.

T18 DDL: Promoting Self-regulated Learning in Online Courses: A Case Study—Part 2
Bruce Harris, Western Illinois University
Anthony Pina, Sullivan University System
Students who are successful in completing online courses tend to be self-regulated learners. This presentation will continue the discussion of a case study presented at AECT 2013 of the authors’ experiences in designing online courses to promote students’ use of self-regulated learning strategies.

T19 DDL: The Value of MOOCs in International Education
Alia Arafeh, University of Wisconsin Milwaukee
Nari Kim, University of Wisconsin, Oshkosh
The purpose of this study is to investigate the availability and accessibility of MOOCs in international education. Recently, MOOCs have recognized as a necessity for international students who have encountered difficulties in attending universities on campus and completing university degrees in their home countries. Based on the survey results, we will discuss about how successfully international students have taken MOOCs provided by the US universities and MOOC certificates have been recognized in their countries.

T20 DDL: Using Facebook to Enhance Communication and Collaboration in Graduate Level Asynchronous Online Courses
Nancy B. Hastings, University of West Florida
Research regarding the use of Facebook to facilitate communication and collaboration in online courses is limited and inconclusive. Some studies indicate Facebook increases engagement, enhancing the learning experience. Other studies suggest limitations, including concerns about privacy and technical support, outweigh the benefits. This case study presentation will examine the integration of Facebook in fully online, graduate level courses. It will explore strategies and outcomes including frequency of use, quality of interaction, and student satisfaction.

T21 DSC: How Are They Different?: Outperforming vs. Underperforming Learner-Centered Schools
Dabae Lee, Indiana University
Yeol Huh, Indiana University Bloomington
Chun-Yi Lin, Indiana University Bloomington
Charles Morgan Reigeluth, Indiana University
This study will compare outperforming and underperforming learner-centered schools in the U.S. Numerous charter organizations, state education agencies, and districts are trying to create a learner-centered environment. However, there are few guidelines as to how to create such an environment that is effective in improving student learning outcomes. This presentation will compare outperforming and underperforming learner-centered schools in terms of their instructional practices and technology uses.

T22 DSC: How outcomes assessment led systemic change: ePortfolio assessment at Boston University’s School of Education
Jayant Lele, Boston University
John Regan, Boston University
With program assessment playing an ever-larger role in higher education, the combination of ePortfolios and rubrics allows a powerful combination of quantitative and qualitative assessment. Boston University’s College of General Studies undertook a major systemic change that integrated ePortfolios and rubrics throughout its undergraduate program experience. At this talk, program administrators will learn key lessons to take away for their own projects of assessment-based systemic change.

T23 DSC: The Impact of Integrating BYOD Programs into K-12 Schools: A Cross-Cultural Perspective
Leanne Heng, Western Illinois University
Gaufeng Ruan, Zhejiang Normal University
Hoyet Humphill, Western Illinois University
For over a decade there have been programs in public schools to support Bring Your Own Device (BYOD) programs. This presentation looks at the adaptation and impact on the school districts that adopt BYOD programs across two different cultures, one in the rural Midwest in the U.S. and another in a large city in China. In many cases the needed resources, issues, and benefits are similar. Nevertheless, there are differences that result from the settings.

T24 INTL: Academic Integrity Confidential: Asian and American Students’ Attitudes and Behaviors toward Plagiarism and Cheating
Jean-Marc Wise, Florida State University
Tami Im, Florida State University
This study extends an international collaborative effort to investigate attitudes on plagiarism and anti-plagiarism tools among students from different cultural backgrounds. Included in this year’s presentation are data collected at universities in China and South. The presenters will compare findings to data from Taiwan, Thailand, and the United States, share insights into their respective cultures and engage participants in a subsequent discussion about their experiences with plagiarism and academic dishonesty in their own cultural environment.

T25 INTL: Are the Students’ Learning Styles Related to Their Perceptions of Using Facebook for Instruction? Chien Yu, Mississippi State University
Debra L. Prince, Mississippi State University
This study is to examine the relationship between students’ learning styles and their perceptions of using Facebook for instruction. The study surveyed 111 undergraduates’ learning style preferences and their perceptions of using Facebook in Taiwan. The findings can help instructors to effectively use Facebook as a valuable tool to improve students’ learning, b) determine which learning-style students would prefer Facebook, and c) develop better instructional strategies for students in different learning styles. Facebook.

T26 INTL: Educational Technology Skills and Usage in Afghanistan: What Preparation is Needed? Ayeha Sadaf, Ball State University David Roet, Ball State University This presentation will report the results of a survey that sought to assess faculty educational technology skills and the extent that faculty uses of educational technology varies in a college in Afghanistan. Findings will inform the development of a technology-training program for moving toward a more student-centered approach to instruction and more effective use of technology for instruction. Findings and implications for educators who are interested in developing educational technology trainings in developing countries will be discussed.

T27 INTL: Integrating Social Media into Distance OZARSLAN, Yasar University courses and more details of LMS usage-statics with created to support students online. In this presentation school to support and help students in their teaching This paper is prepared to share experiences on learning SURAL Irfan course Facebook and Twitter sites.

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T29.1 INTL: The Role of Digital Game-Based Learning in Enhancing Social Presence ELA AĞ˘N ÔZBEK, ANADOLU UNIVERSITY, TURKEY Digital Game-Based Learning is now considered to be an effective approach in teaching the learners of today. There has been research in DGBL; however, the relationship between DGBL and social presence has not been targeted in the research in this field. The purpose of this study is to provide a review of digital game-based learning and social presence; and suggest the use of DGBL to enhance interaction and social presence in education.

T30 INTL: of Social Networks for In-Instructional Purposes Among Pre-Service Information Technology Teachers Elif Bugra Kucu, Anadolu University Yavuz Akbabat, Anadolu University This study investigated the acceptance processes pertaining to instructional use of social networking sites among pre-service information technology teachers. The theoretical framework was based on the Unified Theory of Acceptance and Use of Technology (UTAUT). After a needs-assessment, a hybrid learning environment integrating different social networking sites was used for 14 weeks. A scale was developed, explanatory and confirmatory factor analyses were conducted, a large-scale implementation was realized, and semi-structured interviews with outlier samples were conducted.

T31 INTL: “Without Technology Learning is Impossible” – Study of Learning and Development Practices in the Humanitarian Sector Rachel Griffith-Bayes, Oxfam GB Jeroen Breman, Oxfam GB A survey of humanitarian organisations' local partners in the global south investigated their experiences with capacity building, methods of capacity building, access to technology and levels of confidence around key content areas. Results provided a series of insights and recommendations around technology use and methodology, taken forward across a blended training curriculum, piloted in five countries during 2014. We will discuss our survey findings and experiences of putting them into practice.

T32 MPD: 3D Printing: A New Instructional Abbie Brown, East Carolina University Medium Presenting the results of an in-progress study on 3D printing. It is both a field report of actual 3D Printing in a post-secondary education setting, and the presentation of an initial curriculum design for teaching 3D printing design and production as a unique medium. The presentation includes a discussion on how 3D printing activities support more general skill acquisition in volumetric imaging as well as concept attainment for those steps involved in the production process.

T33 MPD: A Sequential Analysis of Gagne's Nine Events of Instruction in Audio Podcasts with Viewer Ratings Alan Jeong, Florida State University According to Gagne, instruction should follow the prescribed nine events of instruction, but that the sequence need not be absolute and that not all events are necessary. To what extent are the prescribed sequence implemented in practice? How might variations in event sequencing affect learning? This study presents a sequentially analyzed audio podcasts to identify sequential patterns in events presented in audio podcasts with low versus high viewer ratings. The findings, implications, limitations and directions for further research are presented.

T34 MPD: Teaching Soft Skills with Games and Simulations DeAnna L Proctor, Morehead State University Lora Jean Justice, Morehead State University Soft skills, including effective communication, time management, critical and creative thinking, and problem-solving, are diminishing as the world becomes more technical and relies on email, text, and social media (i.e., Facebook, Twitter, Google+, Tumblr) to interact with others. Presenters will host a brainstorming session on the availability, viability, and efficiency of using games and simulations to promote soft skills, as well as any recommendations for software that can be used to enhance soft skills lessons.

T35 RTD: Formative research on instructional overlay for collaborative project-based learning Minkyung Kim, Indiana University Charles Morgan Reigeluth, Indiana University Eulho Jung, Indiana University Learning with the appropriate tactics and media at the appropriate time and classroom culture for implementing those instructional strategies. A formative research method for an in vivo naturalistic case will be utilized to develop a new-grounded design theory for instructional overlay in the context of collaborative PBL.

T36 RTD: TechTrends: 2014 Recap and Future Plans Charles Hodges, Georgia Southern University Daniel Sarry, University of South Alabama In this session, the Editor of TechTrends will describe the current status of the journal and future plans. The session will provide an overview of the articles published in 2014 (Vol. 58) and highlight upcoming special issues and other new and interesting activities.

T37 RTD: The social media revolution: A review of research findings for K-12 and higher education Jin Mau, Wilkes University Baijun Chen, University of Central Florida This proposal reports a Category 1 Completed Study on social media. Researchers have been investigating the effectiveness, benefits, challenges, problems, as well as new designs related to social-media supported teaching and learning. This paper reviews the published research findings about social media, with a focus on learning investigated, corroborated, described, analyzed, and contemplated in the selected research studies.

T38 RTD: Theoretical framework for creating online learning environments, where phenomenological embodied intersubjectivity takes place Lina Metevskiene, KSU In educational technology fielded, intersubjectivity is commonly conceived as an outcome of interaction like shared understanding, created common ground, construction of new knowledge, etc. Based on theories and research findings in phenomenology, cognitive science, developmental science and neuroscience, this presentation will articulate an alternative view of intersubjectivity: embodied intersubjectivity as precondition to interaction and knowledge creation. Role of body will be discussed in terms of instructional ideas how to “bring body online” in text-based online learning environments will be articulated.

T39 RTD: Walking the Walk or Just Talk? An Exploration of Faculty Members’ Student-centeredness in the Field of Instructional Design & Technology Tutaleni I. Asino, Penn State University Michael M Grant, University of Memphis This proposal explores the extent to which higher education faculty members in instructional design and technology employ student-centered teaching methods.
T40 SMT: BYOD in Schools: Exploration on Its immediate and delayed testing. Overall, this seems to learning. The same results also held true for both a similar and high amount of cognitive load during reading on-screen text about the same topic impose testing. The results indicated that watching video and based and text-based learning in terms of the amount Purdue University

Some cognitive load insights, kadir kozan
to e-book buyers will be discussed and debated. Administrators to offer e-books in addition to, not in Florida Gulf Coast University

The goal of the Roundtable is to make every user Library Should Have E-Books Now. instructional design research approach, this roundtable would discuss future research on BYOD programs to explore effective ways for its implementation in schools.

T41 SMT: It's Finally Time: Why Every School Library Should Have E-Books Now. Bruce Robert DuBoff, School Media & Technology Using PollenShefl and MackInVIA, the current level of ease while using e-books will be demonstrated. The goal of the Roundtable is to make every user implementer of e-books comfortable with the inevitable transition from print to digital at least some circumstances, and to persuade SLMSs and/or administrators to offer e-books in addition to, not in place of, print-based materials. Also, options available to e-book buyers will be discussed and debated.

T42 SMT: Video-based versus text-based instruction: Some cognitive load insights kadir kozan, Purdue University Aman Jadav, Purdue University The current research compared computerized video-based and text-based learning in terms of the amount of cognitive load imposed during both learning and testing. The results indicated that watching video and reading on-screen text about the same topic impose a similar and high amount of cognitive load during learning. The same results also held true for both immediate and delayed testing. Overall, this seems to be the case for especially self-paced computerized or multimedia learning environments.

T43 SMT: Year Two—The Effect of a 1:1 iPad Implementation on Student Motivation and Engagement Jennifer Carney, Morehead State University Johnathan K Nelson, Morehead State University Maria Kallas, Morehead State University Kermit Belscher, Mason County Schools Following the conference’s theme, the presenters will present the results of a rural high school to apply new and emerging technologies within learning contexts and design new learning environments for implementing iPads in a 1:1 implementation. Student motivation towards learning was/is being measured pre-/post-implementation to measure the effect of the iPads on motivation. Results of the second year of data collection will be reported and compared to the results from the first year of data.

T44 SMT: Snowmageddon: Using Asynchronous Instruction to Recover Lost Instructional Time in One School District Lessly Martín Bray, Forsyth County Schools In 2014 a series of winter storms passed through the Southeastern United States. These storms caused a number of districts to unexpectedly close for many instructional days. To make up for lost instructional time one district used its learning management system to deliver asynchronous learning opportunities for its students. This presentation will describe how the district accomplished this feat form planning to execution and it’s plans for the future.

T45 T&P: Authoring Tool Shootout: The Big Bangs and Best Practices for Choosing the Right E-Learning Development Tools Quincy Conley, Boise State University Kent Sah, Arizona State University Lisa Giacomo, George Mason University Authoring tools for e-learning content delivery are constantly evolving. While some of the capacities of each tool may suggest an overlap in production capabilities and relative resource equality, those acquainted with the nuanced differences know that these tools are best leveraged when strategically aligned to apply with specific project needs. This session will provide guidelines to support effective selection and use for three of the most popular authoring tools: Articulate, Captivate, and Camtasia.

T46 T&P: Instructional Design and Development in Training Context Yu-Chun Kuo, Jackson State University The concept of training in HRD is addressed along with its relationships to education and development. The concept of instructional Design is introduced with a brief review of the background history including its importance and application in the context of training. Within the scope of instructional design, three learning domains, four levels of evaluation, and some of the instructional design models that are considered useful by most of the professionals in training context are discussed.

T47 T&P: The Relationship Between Needs Assessment and Evaluation: A Case Study Howard Kalman, Ithaca College This session describes a project that integrated needs assessment and evaluation perspectives in one study. The project involved evaluating a course that served to drive an organizational change initiative. Success of the change initiative, however, involved situational factors outside the scope of instruction. We modified Robert Stace’s Countenance Framework to pinpoint course improvements and workplace performance gaps. This insight into understanding both perspectives will be discussed.

T48 TED: Challenging the Digital Native Discourse in 1:1 Computing Projects Angel Kynes, Oklahoma State University Susan Stanbery, Oklahoma State University As schools implement 1:1 computing projects, educators struggle with the mindset of “students know best” about digital technologies. However, data from nineteen schools in the researchers’ region demonstrates teachers outperform students in knowledge and use of technologies. Exploring mental model theory and research, the researchers hold that teachers’ more sophisticated mental models may help to explain this phenomena. This perspective can provide information and structure for pre-service and in-service teachers implementing new technologies into classrooms.

T49 TED: Consuming or Producing Using Technology: Preserve Teachers’ Perceptions using iPads with Elementary Students Kristin Ruggles, University of Florida Kara Dawson, University of Florida Kristan Kohl-Ellison, University of Florida Few schools have provided preservice teachers with opportunities to use iPads in authentic settings with students even though this may be the most important of all experiences (Rhodes, 2013). Over the course of two semesters, this study examines 142 preservice teachers’ perceptions of using iPads to consume or produce using technology. The study is situated in a not for profit afterschool tutoring program serving Kindergarten through third grade students.

T50 TED: Preparing Teachers to Teach Programming: Reflections on a Graduate Course in Computer Science Education Jennifer Hoffman, University of Illinois at Urbana-Champaign This session reflects on the “lessons learned” after designing and teaching a graduate course for pre-service and in-service teachers titled Computer Programming and the Classroom (K-8). Topics covered in the session include 1) the rationale for teaching children to program, 2) strategies and methods for teaching specific programming concepts, and 3) a survey of tools and platforms available to educators, and 4) a discussion of gaps in the current computer science education literature. This session will be of interest to educators and administrators interested in computer science education. Handouts of the course syllabus will be made available.

T51 TED: Preparing Technology Coaches for K-12 Teachers Linda Haynes, University of West Georgia Danilo M. Baylen, University of West Georgia Jun-Ju An, University of West Georgia George B. Bradford, University of West Georgia Adriana d’Alba, University of West Georgia Online teacher education graduate programs were redesigned based on the ISTE Standards for Coaches. The graduate students are teachers who are prepared to be more effective in their instruction and be able to coach peers in the implementation of ISTE Standards for Teachers and Standards for Students. Program implementation plans, learning materials, learning assessment plans, and instruments will be shared with participants.

T52 TED: Preservice Teachers’ Ability to Identify Technology Standards: Does Curriculum Matter? Carrie Lewis, Arizona State University This mixed-method study attempted to determine the extent to which preservice teachers at Arizona State University (ASU) enrolled in the Mary Lou Fulton Teachers College (MLFTC) can recognize the National Education Technology Standards (NETS) published by the International Society for Technology in Education (ISTE) and to what extent preservice teachers are exposed to technology integration in accordance with the NETS-T standards in their preparation curriculum.

T53 TED: Providing Support for Teacher Change through a Model of Reflection-in-Action Jennifer McGregor, University of Georgia T J Kuchma, University of Georgia We present a model of online teacher support that was developed in response to current teacher evaluation reforms. The model is heavily grounded in Schön’s (1983) reflection-in-action and Guskey’s (2002) model
of teacher change. An online instructional program was developed based on the model that assists teachers in developing a self-awareness of their own instructional practices. The results and implications of an initial evaluation of the program will be discussed.

T54 TED: Teach Me To Teach: An Educational Technology Card Game Anthony K. Betrus, SUNY Potsdam
Matthew Lefeldt, SUNY Potsdam
Nate Tarocco, SUNY Potsdam
Paul Gordon, SUNY Potsdam

Come visit us at our roundtable session and play a new card game for teacher educators and educational technologists. Inspired by an impromptu game played by AECT conference attendees in Anaheim, this game helps players to critically analyze appropriate teaching methods for different instructional content. Wildcards in the game change the context of learning, including changes in audience and environment. A free version of the game will made available to all attendees.

T55 TED: The Correlation Among Different Evaluation Scores in The Aspect of Microteaching Derya Orhan, Anadolu University
Adile Askim Kurt, Anadolu University
Ozan Filiz, Anadolu University

This study is about the correlation among different evaluation scores, which are gained three different ways (instructor, teacher candidate and peers). The main purpose of the study is to reveal the correlation among teacher candidates’ self-evaluation scores, teacher evaluation scores and peers evaluation scores about teacher candidates’ presentation performance. It is expected that these suggestions would be a guide for both teacher educators and researchers, who care in this area.

T56 TED: The Experiences of Technohubs: Assisting Peers with Instructional Technology Issues in Teacher Education Michael M. Book, Penn State University

This study examines the experiences of technohubs, prospective teachers that assist the most peers with instructional technology issues during a teacher education program. A phenomenological methodology is used to identify and analyze technohubs’ experiences. The findings demonstrate considerable promise and hurdles for thinking of technohubs as future teacher leaders and/or technology leaders. Teacher educators, administrators, and qualitative researchers with an emphasis on teacher education will benefit from the discussion and conversation during this session.

T57 D&D: A Guideline for Flipped Classroom: An investigation into the learner-centered instructional support Esatu Jung, Indiana University
Minkyong Kim, Indiana University

The flipped classroom is being increasingly used in a wide range of instructional situations, yet little is known about how to facilitate it. The purpose of our study is to explore the current practice of the flipped classroom with the goal of developing a guideline. Employing a case study, this research identifies ways of providing proper instructional support. Interviews, observations, and document analysis are the main sources of data collection.

T58 D&D: A Review of the Literature: Augmented Reality in Education Sercil Caskan, Puducherry University

In this session, what AR is, AR features and technologies, the affordances and limitations of incorporating AR into education, and the learning theories behind effective application of AR to education will be discussed.

T59 D&D: Design, Implementation, and Evaluation of Interprofessional Education using Problem-Bud Learning Faiza Al-Jahri, Florida State University
James Klein, Florida State University

The purpose of this presentation is to describe a study conducted to investigate the redesign, implementation, and evaluation of an interprofessional education course offered to healthcare professionals in the Ministry of Health in Oman. The course was redesigned using a problem-based learning approach. The impact of the course on teamwork and perception among participants was examined. The study employed a mixed-methods design study was development research and applied a case study method for data collection.

T60 D&D: Designing an engaging MOOC for students with different learning objectives and motivation Terry Tao, Ryan Anderson, University of Wisconsin - Extension
Kristin Barnes, University of Wisconsin
State Ewings, University of Wisconsin Extension
TaeKeun Jeon, University of Wisconsin - Extension
Current MOOCs have low rates of completion and transference to paid programs. In this project, designers reviewed MOOC design, assessment, student performance, and evaluation, with an eye to defining the essentials of more engaging MOOC design. The designers focused on flexible structure, peer coaching, and course-level successes, as well as different levels and kinds of participation, networking, assessments, and evaluation. The presentation will focus on these elements and their adaptation in new MOOC design.

T61 D&D: Designing eBooks with computer games: science fiction novels with real science Glenn Gordon Smith, University of South Florida
Yiping Lou, University of South Florida
Alla Geduld, University of South Florida
Ping Wang, U

Drohic Drobic, University of South Florida

Can eBooks with computer games improve comprehension of complex scientific ideas? We discuss a National Science Foundation funded project that uses a web-based science fiction novel, with embedded computer games, to teach high school students climate change science in a Marine Sciences course taught in 25 high schools. We will summarize the project and discuss the unique design process for creating games embedded in novels, and also the process of writing novels with embedded games.

T62 D&D: Developing a Reading Tool for Individuals with Blindness or Severe Visual Impairments zerrin ondin, Virginia Tech

This study is about the correlation with three different teacher cantidates’ self-evaluation scores, among teacher candidates’ self-evaluation scores, teacher evaluation scores and peers evaluation scores about teacher candidates’ presentation performance. It is expected that these suggestions would be a guide for both teacher educators and researchers, who care in this area.

T63 D&D: Development of Scaffolding Strategies in Case-based e-Learning Module for Veterinary Clinical Problem Solving Ikseon Choi, The University of Georgia

The purpose of this presentation is to describe a research study conducted to examine the impact of individual’s academic motivation and individual’s writing role on students’ Chinese writing in an online collaborative setting.

T64 D&D: Digital Badging in Online Adviser Training Hengtao Tang, SICET
Shulong Yan, The Pennsylvania State University

The open badge movement is disrupting the existing models of higher education with its emphasis on competency-based evaluation. Learners are empowered and motivated to complete non-credit academic work, even from a distance and self-paced. Meanwhile, digital badges demonstrate great potential to be used in professional training. The presentation showcases the practice of how digital badging is integrated in online adviser training program for assessment and insights are provided for integration of digital badges in professional training.

T65 D&D: Effects of Academic Motivation and Students’ Role on Foreign Language Collaborative Writing hot Giang, Florida State University

Studies have found that collaborative writing for foreign language learning can help students improve their language capacity by peer response, peer review, and peer editing. While a few studies have been conducted on the influence of students’ characteristics on individual’s performance. The purpose of this presentation is to describe a research study conducted to examine the impact of individual’s academic motivation and individual’s writing role on students’ Chinese writing in an online collaborative setting.

T66 D&D: Mobile Application Development Guidelines for Hearing Impaired Children’s Literacy Instruction Fatih Yaman, Anadolu Universitesi
Omar Donung, H. Pelin Karasu, Anadolu Universitesi
Elif Avei, Anadolu Universitesi
Ilyal Kubakzy Yurdakul, Anadolu Universitesi
Naveg Levont Sabin, Elif Atay, Anadolu Universitesi

The aim of this paper is to report preliminary findings of a research project aiming to create mobile applications for supporting hearing impaired children’s literacy development. Three individual applications were prepared and posted into tablet computers for investigations. 25 high school students were involved in the project and conducted for expert evaluations. Mobile applications were reviewed in accordance with expert reviews and project went on the usability testing phase. Preliminary findings and guidelines for application development is provided.
This session will present findings from an empirical study of story-based learning in a computer-based instructional module. The detailed instructional text as it relates to cognitive load and immediate post-test performance. A sample population of undergraduate students (N = 64) read a hardcopy text about transportation technology. Results indicated that designers could use text boxes with redundant and non-redundant content consisting of examples, case studies, and supplemental information into written instructional materials without affecting immediate post-test performance or incurring extraneous cognitive load.

T71 D&D: The design, development, and implementation of a gamification approach to a college-level business course. Peter Rich, Brigham Young University

Jared Chapman, Utah Valley University
While gamification has become a common term among social media and business enterprises, it is gaining ground as a way to innovate and motivate learners. Yet, little empirical research indicates its effects on student participation. In this proposal, we describe the design and development of a gamification platform and its motivation effects on college students.

T72 D&D: Trends in the Crowdfunding of Educational Technology Startups. Paolo Ananenko, University of Florida

Brenda Rueichi Lee, University of Florida
A.J. Kleinhekkel, University of Florida
This study used content and frequency analysis of crowdfunding campaigns posted on ten crowdfunding platforms to provide a snapshot of the recent trends in crowdfunding of educational technology startups. We describe the characteristics of the top performing crowdfunding campaigns in educational technology and identify the most popular crowdfunding platforms. This research provides important implications for educational technology entrepreneurs: a) requesting a modest but reasonable amount for each phase of the project, b) focusing on the informal, out-of-school, rather than formal contexts of learning, c) attracting supporters with a tiered system of rewards, d) and informing the public of the status of the project through periodic progress reports.

T68 D&D: Student Motivation in a Computer-Supported Scaffolding Design. Shuang Hao, Florida State University

Vanessa Dennen, Florida State University
The purpose of this proposed research is to examine the motivation effect in a computer-supported scaffolding design. In this study, Belland et al.'s framework (2013) for designing motivational computer-based scaffolds and Keller’s ARCS (Attention, Relevance, Confidence, Satisfaction) motivation model (1987) are integrated to provide guidelines for the development of a computer-based instructional module. The detailed design strategies, and both survey and interview results that interpret students' learning experience will be discussed in the presentation.

T69 D&D: Teacher as a designer: Deconstructing the design process in K-12 online learning. Khendum Gyak, Indiana University Bloomington

Anne Otten breit-Leach, Indiana University
Joanna Ray, Center Grove School District
This case study examines the design process that K-12 teachers engage in when designing instruction in an online learning environment. By approaching this study through a designerly thinking (Nelson & Stolterman 2012; Schön, 1987) lens, the authors suggest that these teachers are highly embedded designers engaged in the design of instruction throughout the design process and their design judgement and design character is abstracted from critical reflection and experience designing and teaching instruction in the Face-to-Face classroom.

T70 D&D: Text Box Effectiveness in Instructional Materials. SAMUEL GILSON, OLD DOMINION UNIVERSITY

Alan Reid, Coastal Carolina University
Gary Morrison, Old Dominion University
This session will present findings from an empirical study on the text box effectiveness in written instructional text as it relates to cognitive load and immediate post-test performance. A sample population of undergraduate students (N = 64) read a hardcopy text about transportation technology. Results indicated that designers could use text boxes with redundant and non-redundant content consisting of examples, case studies, and supplemental information into written instructional materials without affecting immediate post-test performance or incurring extraneous cognitive load.

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Handbook of Research on Educational Communications and Technology, 4th Ed.
Editors: J. Michael Spector, M. David Merrill, Jan Elen, M.J. Bishop

Now in its fourth edition, the Handbook has become synonymous with excellence in providing cutting edge research on educational communications and technology to the information and communication technology community. This Handbook is written for researchers in educational communication and technology, professors of instructional design and instructional technology as well as professionals working in the fields of ICT, Learning Sciences, Educational Technology, IT, and ID. In addition, it has been and will continue to be an invaluable reference for academic and professional libraries. Under the sponsorship of the Association for Educational Communications and Technology (AECT), an international cadre of authors has been assembled representing the absolute best in the field. Topics covered range from methodology, instructional strategies, assessment, design models, implementation and technology integration. This completely expanded and updated Handbook will become an indispensable addition to the field.

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Also available from http://link.springer.com
and www.amazon.com

AECT’S DESIGN & DEVELOPMENT AWARDS

Each year the awards listed below are sponsored by the Design and Development Division of AECT. Don’t miss this opportunity to be recognized for your work and present that work at the conference—submit your nomination(s) as soon as possible!

Winners of AECT’s Design and Development Division Awards will be recognized at the D&D/RTD Luncheon and will be invited to deliver a presentation at a joint session with other winners during AECT’s Fall International Convention held in Indianapolis, Indiana on November 3 – 7, 2015.

Information about each of the awards, including how to submit nominations, is detailed below. Please note that you may nominate your own work as well as the work of others. Nominations and accompanying materials must be received by March 15, 2015.

Outstanding Journal Article Award

Articles nominated must have been published no earlier than 2014 in a regularly published journal, and should be relevant to the broad field of instructional design. Anyone may submit a nomination.

Nominations will be by email. Self-nominations are welcomed. If you desire, you may include a short statement providing your rationale for the nomination. Nominations and accompanying materials must be received by March 15, 2015.

Outstanding Book Award

Books nominated must bear a copyright date of 2014, 2015, or 2016 and should be relevant to the field of instructional design. Anyone (readers, authors, or publishers) who is aware of a book believed to warrant an award is encouraged to nominate it. The nomination procedure is outlined below:

Nominations will be by signed letter. Electronic submissions of letters are appropriate. You may include a short statement providing your rationale for nominating the book.

Complete bibliographic information should be included in YOUR LETTER OF NOMINATION: author(s), name of book, where published and by whom, date of publication, and ISBN number if known.

You may provide as enclosures: copies of reviews, promotional literature, or other informational materials which help to describe the nature and quality of the book.

Send five copies of the nominated book and all of the above material to:
Dr. Karen Kaminski
School of Education
Colorado State University
Fort Collins, CO 80523-1588
karen.kaminski@colostate.edu
(970) 491-3713

Outstanding Practice Award

This award will be given to those individuals or groups that have designed exemplary instructional materials or systems. The materials or systems must have been designed no earlier than 2014. In assessing the quality of the work submitted, judges will examine:

1. the instructional events (activities that constitute the materials or system)
2. the directions for using the materials or events
3. performance data and/or attitude data regarding the effectiveness of the instructional material or
system (this information must be provided in order for the nomination to be considered).

Please discuss these items in your cover letter. To be considered for the award, send the material or system that was designed (or a description of the material or system), along with a cover letter to:

Dr. Brenda Bannan
George Mason University, Fairfax Campus
Thompson Hall L043
4400 University Dr. MS 5D6
Fairfax, VA 22030
bbannan@gmu.edu

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

This award, which includes a $250 cash award, will be given to a graduate student who has designed exemplary instructional materials. The materials must have been designed while the nominee was enrolled as a graduate student and no earlier than 2014. Nominations must include the materials that were designed along with a cover letter describing why the materials are exemplary, and should be sent to:

Dr. Michael Simonson
Nova Southeastern University
1750 NE 167th St.
North Miami Beach, FL 33162
1-800-986-3223 ext. 2-8563
simsmich@nova.edu

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

This award, which will include a $250 check to the winner, will be given to a graduate student who has made a significant contribution to the body of knowledge upon which instructional design practices are based. The work must have been completed no earlier than 2014, while the nominee was enrolled as a graduate student. You may nominate any individual (including yourself) for the Robert M. Gagne Award. Nominations should include one unbound hard copy of the single piece of work (journal article, dissertation, etc.) being nominated, a PDF file of that same piece of work, and a brief cover letter. Send these materials to:

Dr. Gary J. Anglin
137 Taylor Education Building
University of Kentucky
Lexington, KY 40506-0001
ganglin@uky.edu
859-257-5972

2015 Call for Nominations

PACIFICORP DESIGN & DEVELOPMENT COMPETITION
2015 PROBLEM STATEMENT

Designing Instruction to Promote Patient Safety Goals in a Regional Hospital and Trauma Unit

You are the Chief Learning Officer at Morgan Regional Hospital in Indianapolis, IN. It is January 1st and you’re preparing a meeting agenda for your first staff meeting in 2015. During this meeting you’re planning to review program goals with your department and establish a timeline for incorporating new educational programming in the hospital. You are responsible for directing all educational initiatives. This includes overseeing the office of continuing medical education for physician training, employee development programs sponsored by the human resources department, and other professional development initiatives. Morgan Regional Hospital is a 1,200-bed tertiary care hospital recognized as a Level 2 trauma center in the local area.

As you are finalizing your agenda, you receive a phone call from the CEO of the hospital, Dr. Benson. She asks you to meet with her immediately. A need has come up for hospital-wide training and she wants you to dedicate your time and resources to the new project. You earned your Ph.D. in Instructional Design and Technology, and Dr. Benson knows you’ll be a great resource on the project.

During your meeting, Dr. Benson explains that the hospital is due for an accreditation site visit by the Joint Commission at the end of summer. The hospital’s accreditation cycle is up for renewal February 2016, so an impromptu site visit most likely will occur sometime before the February renewal date. These site visits typically involve three or four site reviewers showing up at the hospital without notice to begin the review. As part of the accreditation process, select management could be asked to describe in detail any of the following by an auditor: patient safety policies and guidelines, employee job descriptions, employees’ knowledge about hospital policies and procedures, cleanliness of the hospital, patient satisfaction, accuracy of patient documentation (i.e., clear notes within electronic medical records), proper use and maintenance of equipment, etc. Additional items can be found on the Joint Commission’s website pertaining to the National Patient Safety Goals (www.jointcommission.org).

During the last site visit three years ago, the hospital was cited for employees not being aware of the accreditation process, policies and procedures, and hospital protocols. Dr. Benson wants to be proactive and prepare all staff for the upcoming site visit. In particular, Dr. Benson wants you to devise a plan to train all staff on the National Patient Safety Goals as they relate to their discipline. Morgan Regional Hospital employs approximately 20,000 full-time employees and 5,000 part-time employees. Employee positions include physicians, nurses, allied health staff, janitorial staff, administrative leadership, and support staff. Dr. Benson has requested a training program that brings different professional disciplines together to review best and worst practices in patient safety education and begin strategizing problems that may occur within their own hospital in order to take corrective measures prior to the site visit.

You have been given a strict timeframe in which the training is to be implemented. A number of employees outside of your department have been assigned the task of assisting you with this project. You will be to train these employees to be able to deliver this training and to provide the CEO an evaluation of the employees’ abilities. Certain groups of employees are required to obtain different competency levels. Your proposal should provide these recommendations.

Challenges you’ll need to factor in while putting together your proposal include the following:

• The hospital has three different shifts for employees (day, afternoon, and midnight).
• Employees have varied responsibilities and educational backgrounds. While all employees will need to be made aware of the National Patient Safety Goals, some will need to be more versed than others. Details on the Joint Commission website will emphasize what disciplines and areas of the hospital need to be versed in specific patient safety solutions.
• Not all employees have access to computers during their shifts.
• Dr. Benson would like a full proposal from you by (April 15th, 2015)

First Phase of the Competition

Dr. Benson requires an initial proposal regarding your approach to the educational problem to be solved for Morgan Regional Hospital. She would like your team to put together a document outlining your plan to educate the staff of the hospital on the National Patient Safety Goals. Dr. Benson requires that your proposal be detailed enough to give her and the hospital administrators a sense of what you intend to do, but it should not be the final product in full detail. The document will help the hospital administration decide whether your team should continue to work on your plan and eventually submit a more complete proposal. The creation of this document is your first task. This document must be submitted by April 15th 2015 for complete consideration. An administrative liaison will be available to answer your questions about the context/circumstances of the
PACIFICORP DESIGN & DEVELOPMENT COMPETITION
2015 PROBLEM STATEMENT (continued)

problem. Up to six proposals from Phase One will be selected to proceed to Phase Two, where a formal and complete proposal of your entire solution to the problem will be required.

To be considered to move on in the competition, your proposal must include:

1. Recap of the problem being addressed
2. Training strategy with appropriate theoretical grounding [Design Model]
3. Instructional technology to be used to implement the training
4. Project Timeline
5. Program Evaluation Plan
6. Funding/Budget and any additional staffing requirements
7. No identifying information. Failure to remove personal information, names, and institutional information will result in automatic disqualification from the competition.

Submission from a team of two graduate students working together to solve the problem. Graduate students do not need to be from the same university however all participants must be members of AECT and the Design and Development Division of AECT by the final phase of the competition (Phase Three)

Second Phase of the Competition
Once Dr. Benson agrees that your proposal represents a viable solution for the institution, you will work with an independent learning consultant (a mentor) who will be assigned to you to help you develop what will become your final plan. You will create a detailed description of the process you propose and the means by which you will deliver it. As much as possible, justifications for the decisions that went into your proposal need to be provided. The creation of the process, pilot program, and training is your second task. These components are due on August 15th, 2015. The top three proposals from Phase Two will be invited to make a presentation to the judging panel at the AECT Annual Convention in the third and final phase.

Third Phase of the Competition
Your team designed one of the top staff development education plans to address training in Patient Safety Procedures. Dr. Benson now asks you to make a half-hour presentation to the Morgan Regional Hospital Administration Team where they will select which proposal to fund. At the 2015 AECT annual conference your team will have 30 minutes to present your solution to the judging panel at the AECT Annual Convention in the third and final phase.

2015 Call for Proposals

2015 AECT INTERNATIONAL CONVENTION
Indianapolis, Indiana
November 3-7, 2015

• Workshop Sessions: Tuesday, November 3, Wednesday, November 4, & Saturday, November 7
• Concurrent Sessions: November 4-6
• PechaKucha Panels: November 4-6
• Posters
• Roundtables
• Study Tours: Wednesday, November 4

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 AECT international convention 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 2015 AECT International Convention in Indianapolis, Indiana and to share your expertise and knowledge with your peers and those emerging in our field. The broad applications of our profession within a variety of dynamic settings (including global ones), challenge us to modify and expand our approaches to instructional design, learning, and how we define our community. Major shifts in learning, scholarship, research, and social networking continue to precipitate a need for sharing, 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 2015 convention in Indianapolis!

This year’s convention theme is Accelerate Learning: Racing into the Future. This convention serves as a celebration of our profession as AECT represents the practicing professional, the emergent professional, iconic contributors to our field, and the contemporary leaders of our field. AECT divisions and affiliates emphasize the research and practical applications of instructional design, distance learning, multimedia development, school media, teacher education, systemic change, and training and performance across an increasingly diverse professional community. Join us once and you will join us again!
2015 AECT INTERNATIONAL CONVENTION
CALL FOR PROPOSALS (continued)

GENERAL INFORMATION

Proposal Deadlines

Proposals Open – December 1, 2014
Proposals Close – February 2, 2015

The review process by divisions and affiliates will be completed by the end of February. 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 Web site, www.aect.org.

To be considered, a complete proposal must be submitted. Research-based proposals should include
findings to be considered complete. 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 Policy Manual and available on the AECT website.

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 themes 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 27. 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 2015, Indianapolis. 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 15, 2015 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 (Indy Car Oval)

These 20-, 30-, or 60-minute sessions are primarily in traditional 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, planners may “bundle” concurrent presentations with
another of related content to form one 60-minute session.
Culture, Learning and Technology

023 CLT - Board Meeting
036 CLT - Youth, Culture and Technology
036 Adolescents' Internet Use and Usage in a Family Context: Implications for Family Learning
036 [NR] The impact of using smart phone applications on academic achievement in English language among deaf students at secondary school level
059 CLT - Andragogy, Learning, and Technology
059 Geriatric Learner Ability and Educator Opportunities for Maximizing Positive Learning Experiences
059 Integrating Andragogical Principles to Increase Motivation in the Adult Learner
060 CLT - Testing Your Research Idea
079 CLT - Research on Pedagogy and ICT
079 Online Learning: A Genre in a Bottle or Pandora’s Box
079 Oral Culture and ICT-enabled Instruction: Changing Pedagogical Practices
079 A Cross-cultural Study of Developing Students’ Scientific Argumentation Skills in a Computer-assisted Project-based Learning Environment
080 CLT - Social Media and Communities of Learning
080 Examining Facebook as a Digital Immersive Language Environment for French Language Learners
080 Student Research and Opportunities for Community: New Roles with Social Media
080 Investigation of Instructor Use of Mobile Technologies and Web 2.0 Tools in Outdoor Education Programs
111 CLT - English Language Learners
111 ELLs’ Perceptions of Cross-Cultural Interaction with English Native Speakers in Second Life.
111 Parental Perception and English Language Learners’ Mobile Assisted Language Learning
111 Uniting Methodology and Technology in ESL Instruction
112 CLT - Learning and Higher Education
112 Exploring the Use of Mobile Technologies and eTextbooks in Higher Education
112 Interactive eBooks as a Tool of M-Learning for Digital-Natives in Higher Education: Preferences and Ownership
112 e-Learning Design and Self-Regulated Learning in Higher Education
132 CLT - Examining World Views on Technology
132 Designing for Access: Culture and Technology to Support Native Hawaiian Enrollment
132 Field of Privilege: Why Instructional Design and Technology Must Engage Issues of Race, Ethnicity, and Social Justice
132 Communicating Mental Health through Multi-Media Platforms: Student Learning and Teachers’ Perceptions of a Pilot Program for Schools
133 CLT - mLearning, Social Media, and Technology
133 COLLABORATIVE LEARNING IN NEW MEDIA: A GOAL-BASED SCENERIO DESIGN as a FACEBOOK APPLICATION
133 Mobile Language Learning Opportunity for Children in Tanzania
133 Mobile Learning in Africa: A content analysis of YouTube videos promoting mobile learning opportunities within Non-Governmental Organizations
161 CLT - Motivation, Goals, Culture, and Technology
161 [NR] A Cross-Cultural Study about Student Motivation: The Comparison of UK and Turkey Cases
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210 T53 SMT: Motivating Learning and Differentiating Instruction Using Web 2.0 Content Curating Tools
210 T54 SMT: Reaching beyond the Digital Divide
210 T55 SMT: Teaching Science for Diversity using Technology and Sociotransformative Constructivism
210 Roundtables I - T&P
210 T56 T&P: Applying the Human Performance Technology (HPT) Model as an Intervention to Improve Doctoral Student Retention and Completion.
210 T57 T&P: Informing Research Solutions to Integrate Emotional Intelligence Training Into Proactive Sexual Harassment Prevention Training Programs
210 T58 T&P: Learning Environments Designed for Creative, Innovative Faculty Development
210 T59 T&P: Master Instructor Certificate Program with a Flap: Challenges and Successes
210 Roundtable I - TED
210 T75 TED: An Implementation Study of a TPACK-Based Instructional Design Model—The Third Prototype
211 Fun: Walk/Run
214 GSA - Showcase for Emerging Tech Tools
216 Affiliate Reception
218 GSA - JMT Competition Preliminary Round
221 Intern Meeting - Diversity Discussion
222 PJD 2015 Planning Committee
233 AECT-Research & Application Therapies for Down Syndrome Condition
233 The Effects that a videogame using Kinect has on the therapies for children with Down Syndrome condition
235 Reviewing the lessons learned in an educational software for children with Down Syndrome
233 GSA - Organization and Time Management: Getting it all Done!
242 The 2014 AECT Research Symposium Experience
244 Definition & Terminology Committee Meeting II
247 AECT - History/Makers Project: Capturing Our Legacy
259 GSA - Advice for the Job Hunt
275 GSA - Meet the Editors of AECT Journals
276 GSA - Showcase for Emerging Tech Tools
287 Using ClassBook.com to Support Teacher Professional Development
289 Organization & By-Laws Committee Meeting
290 AECT Past Presidents Lunch (Past AECT Presidents only)
293 GSA - Membership Meeting & Luncheon
294 AECT - Spotlight on Historical Research in Educational & Instructional Technology
294 Spotlight on Historical Research in Educational & Instructional Technology
303 ETR&D Joint Editorial Board Meeting
305 GSA - What is the Future of our Field?
327 ETR&D Award Presentation
328 GSA - JMT Competition Finals
339 Posters II - CLT
339 P01 CLT: A Service Learning Student-Community Project
339 P02 CLT: Closing the Gap of Gender Disparity among Engineers
339 P03 CLT: English as a Second Language Students and Online Assessment
339 P04 CLT: Inequality issues in adoption and diffusion of technology: A review of literature
339 P05 CLT: Language Learning Strategies and Technologies in a Self-Directed ESL Context – A Needs Analysis
339 Posters II - D&D
339 P06 D&D: Collaborating with Stakeholders and Subject Matter Experts to Design Learning Modules for the Medical School Environment
339 P07 D&D: Creative Thinking, Collaboration and Problems Solving in Game Construction Learning: Survey Design and Development
339 P08 D&D: Design Principles of an Annotation Tool to Facilitate Reading Comprehension
339 P09 D&D: Promoting Student Engagement in Online Discussion Through Gamification
339 P10 D&D: Scaffolding Self-Regulation in Technology-Supported Problem- and Inquiry-Based Learning
339 P11 D&D: Using the Community of Inquiry Framework for Librarians: A New Approach to Librarianship
339 Posters II - DDL
339 P12 DDL: An Initial Investigation of Technical and Teaching Quality of Coursera Massive Open Online Course Video
339 P13 DDL: Creating Conceptual Models of Effective Interactions, Engagements, and Deep Learning in Online Learning
339 P14 DDL: Exploration of learners’ learning experience in an inquiry-based online course: Under the framework of community of inquiry
339 P15 DDL: Implementing Service Learning in Online Courses
339 P16 DDL: Uncover online learners’ cognitive presence in their self-directed design inquiry
339 P17 DDL: Using Twitter to Increase Social Presence and Create a Community of Learners
339 Posters II - VW
339 P11 VW: Designing a Reading Enhancement Environment in Second Life
339 Posters II - INTL
339 P18 INTL: Mobile Learning Impact on English Listening and Speaking Skills in Collaborative Mobile-Assisted Language Learning Environments
340 T63 D&D: Development of Scaffolding Strategies in Case-based e-Learning Module for Veterinary Clinical Problem Solving
340 T64 D&D: Digital Badging in Online Adviser Training
340 T65 D&D: Effects of Academic Motivation and Students’ Role on Foreign Language Collaborative Writing
340 T66 D&D: Mobile Application Development Guidelines for Hearing Impaired Children’s Literacy Instruction
340 T67 D&D: No More Mundane Instruction: Stories of Excellent Instruction Inform Instructional Design, Development, and Delivery
340 T68 D&D: Student Motivation in a Computer-Supported Scaffolding Design
340 T69 D&D: Teacher as a designer: Deconstructing the design process in K-12 online learning
340 T70 D&D: Text Box Effectiveness in Instructional Materials
340 T71 D&D: The design, development, and implementation of a gamified approach to a college-level business course
340 T72 D&D: Trends in the Crowdfunding of Educational Technology Startups
340 Roundtables II - DDL
340 T09 DDL: A Case Study: Examining Faculty Perceived Usefulness about VoiceThread
340 T10 DDL: A review of research on collaboration via blogs in online learning
340 T11 DDL: A Survey of Admissions Requirements of Online Doctoral Programs
340 T12 DDL: Attraction in distance education by nontraditional undergraduate students
340 T13 DDL: Creating effective training support system for online faculty
340 T14 DDL: Developing an Instrument to Measure Student Competencies in Online Learning: Focused on Learner Characteristics and Technical Competencies
340 T15 DDL: Effect of online learners’ social networking experience and perceived social presence in online learning
340 T16 DDL: Enhancing Online Courses with Digital Storytelling Elements
340 T17 DDL: Introducing Online Collaborative Tools to an Online Course
340 T18 DDL: Promoting Self-regulated Learning in Online Courses: A Case Study.—Part 2
340 T19 DDL: The Value of MOOCs in International Education
340 T20 DDL: Using Facebook to Enhance Communication and Collaboration in Graduate Level Asynchronous Online Courses
340 Roundtables II - TED
340 T48 TED: Challenging the Digital Native Discourse in 1:1 Computing Projects
340 T49 TED: Consuming or Producing Using Technology: Preservice Teachers’ Perceptions using iPads with Elementary Students
340 T50 TED: Preparing Teachers to Teach Programming: Reflections on a Graduate Course in Computer Science Education Methods
340 T51 TED: Preparing Technology Coaches for K-12 Teachers
340 T52 TED: Preservice Teachers’ Ability to Identify Technology Standards: Does Curriculum Matter?
340 T53 TED: Providing Support for Teacher Change through a Model of Reflection-in-Action
340 T54 TED: Teach Me To Teach: An Educational Technology Card Game
340 T55 TED: The Correlation Among Different Evaluation Scores in The Aspect of Microteaching
340 T56 TED: The Experiences of Technohubs: Assisting Peers with Instructional Technology Issues in Teacher Education
340 Roundtables II - RTD
340 T35 RTD: Formative research on instructional overlay for collaborative project-based learning
340 T37 RTD: The social media revolution: A review of research findings for K-12 and higher education
340 T38 RTD: Theoretical framework for creating online learning environments, where phenomenological embodied intersubjectivity takes place
340 T39 RTD: Walking the Walk or Just Talk? An Exploration of Faculty Members’ Student-centeredness in the Field of Instructional Design & Technology
340 Roundtables II - MPD
340 T32 MPD: 3D Printing: A New Instructional Medium
340 T33 MPD: A Sequential Analysis of Gagne’s Nine Events of Instruction in Audio Podcasts with Viewer Ratings
340 T34 MPD: Teaching Soft Skills with Games and Simulations
340 Roundtables II - INTL
340 T24 INTL: Academic Integrity Confidential: Asian and American Universities Students’ Attitudes and Behaviors toward Plagiarism and Cheating
340 T25 INTL: Are the Students’ Learning Styles Related to Their Perceptions of Using Facebook for Instruction?
340 T26 INTL: Educational Technology Skills and Usage in Different Areas of Higher Education
340 T27 INTL: Integrating Social Media into Distance Courses
340 T28 INTL: Supporting K-12 Schools with Open Source Learning Management Systems
340 T29 INTL: The Effect of Self-Assessment on Achievement in an Online Course
340 T29 INTL: The Role of Digital Game-Based Learning in Enhancing Social Presence
340 T30 INTL: Of Social Networks for Instructional Purposes Among Pre-Service Information Technology Teachers
340 T31 INTL: “Without Technology Learning is Impossible” – Study of Learning and Development Practices in the Humanitarian Sector
340 Roundtables II - DSC
340 T21 DSC: How Are They Different?: Outperforming vs. Underperforming Learner-Centered Schools
340 T22 DSC: How outcomes assessment led systemic change: ePortfolio assessment at Boston University’s College of General Studies
340 T23 DSC: The Impact of Integrating BYOD Programs into K-12 Schools: A Cross-Cultural Perspective
340 Roundtables II - CLT
340 T08 CLT: What Does Personality Tell Us About the Mobile Learning Environment
340 T10 CLT: Gender Speaks: A Dialogue about the Feminization of Instructional Design
340 T03 CLT: Starting a Center for Excellence in Teaching and Learning at a College Located in Appalachia
340 T04 CLT: Technology Integration for Teaching in the 21st Century: Teachers’ Techno-Pedagogical Skills
340 T06 CLT: Techoress in College Teaching: An In-depth Investigation on Technology in Society
340 T08 CLT: Use of Oral Reading Fluency in Predicting Silent Reading Fluency Among Secondary and Postsecondary Students
340 T08 CLT: What Does Personality Tell Us About the Mobile Gaming Behavior of Young People?
340 Roundtables II - T&P