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# Google Glass App for Displaying ASL Videos for Deaf Children – The Preliminary Race

Becky Parton
*Walden University*

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Colleges and Schools

2015

# Google Glass App for Displaying ASL Videos for Deaf Children – The Preliminary Race

Becky Parton
*Walden University*

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# ACCELERATE LEARNING
## RACING INTO THE FUTURE


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AECT ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS & TECHNOLOGY

# Welcome to Indianapolis and the 2015 AECT International Convention!

This year's convention theme is ***ACCELERATE LEARNING: Racing into the Future***. In recent years, AECT has invested significant effort and resources to promote scholarship, best practices, and leadership 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 across the broad applications of our profession within a variety of dynamic settings (including global settings); proposals that challenge us to modify and expand our approaches to instructional design, learning, and how we define our community of practice in all educational and training environments. Major shifts in learning, scholarship, research, and social networking continue to precipitate a need for sharing, discussing, and leading to identify the opportunities these shifts present to us as professionals. With a record number of proposals submitted this year, we are proud to offer a program that includes over 20 workshops and well over 400 Concurrent Sessions, Panel Discussions, Presidential Sessions, PechaKucha Panels, Poster Sessions, and Roundtables! The schedule also includes many receptions, meetings, and opportunities to connect and network will colleagues from around the world.

We encourage you to explore the schedule and take advantage of the diverse offerings, especially our *Presidential Sessions*, which include:

- Using Games in the Classroom: Reports from Three Perspectives
- In Search of Uncommon Wisdom
- Technologies Enabling Instructional Designers to Build Their Own Dynamically Adaptive Tutoring Systems
- Emerging Technologies Showcase
- Informing our Field: How we Examine, Document and Disseminate Information about Trends and Issues in Instructional Design and Technology
- Walking in Their Footsteps (or High Heels): AECT Women Discuss the Influence of the Women who Paved the Way
- Educational Technology and Instructional Design in East Asia: New Academic Programs and New Career Opportunities
- AECT Major Online Reference Work – Learning, Design, and Technology: An International Compendium of Theory, Research, Practice and Policy
- Blurred Lines: Preparing K-12 Instructional Technologists and School Librarians for Educational Entrepreneurship
- Multimedia in MOOCs: Best Practices for Cultural Inclusion

We are especially excited to announce the return of *Tech Travesties* (Thursday, 4:45 to 5:45, Regency Ballroom A, 2nd Level) and the continuation of the *Job Placement Center* (Regency Foyer, 2nd Level). This year, we will also share 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 access recordings through the AECT website.

Special sessions and services that we have this year include the *Pit Stop* (Studio Lounge, 3rd Level), *Study Tours*, a *Scavenger Hunt* through social media, *Breakfast with Champions* (Cosmopolitan Ballroom, 3rd Level), *5th Annual 5K Fun Run/Walk*, and *AECT Tech Saturday* (co-sponsored by SMT and TED Divisions and the Indiana State Teachers Association). More information about these elements of the program can be found here in the program or within the online schedule.

We are honored to host *Professor Gráinne Conole* as our keynote speaker for the opening General Session on Wednesday! The title of her address is *Slow and Fast Learning with Contemporary Digital Technologies*. Friday's General Session will focus on AECT, including organization business, updates on strategic planning, awards and special recognitions, and we'll hear from our President-Elect Designate candidates.

Finally, we must thank the division and affiliate planners (who we know as our ***Pit Crew***) who have spent countless hours preparing for this event! Special thanks also go to Larry Vernon, AECT Electronic Services Director; Lois Freeland, Convention Consultant/Event Coordinator; and Dalinda Bond, Convention Scheduler and Volunteer Coordinator, and Phil Harris, AECT Executive Director for their limitless support. We hope that everyone enjoys this **fast** week in Indianapolis… green light/green flag!

Kay A. Persichitte
University of Wyoming
International Convention Chair

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

# A Day in "Indy" . . .

Spend a day in Indianapolis and you'll find a surprise around every turn. With vibrant cultural districts like Fountain Square, Mass Ave, and Broad Ripple, experience a diverse selection of restaurants, entertainment, and attractions all connected to Downtown via the Cultural Trail. Visit uTube for an exhilarating video tour of Indianapolis: *www.youtube.com/user/VisitIndyTV*

# RECOMMENDED RESTAURANTS IN DOWNTOWN INDIANAPOLIS

Please note, there are many, many great restaurants available in Downtown Indianapolis. For more options, please visit www.visitindy.com - click on the link "where to eat!" and "where to go!"

## HYATT REGENCY INDIANAPOLIS HOTEL

### *THE EAGLE'S NEST*

Phone: 1-317-632-1234

The Eagle's Nest is the only revolving rooftop restaurant in Indiana. Dine on classic American cuisine made from the freshest local ingredients while enjoying captivating panoramic views at The Eagle's Nest. Enjoy romantic rooftop dining in Indianapolis, with 360° views of the downtown skyline in a vibrant setting that will indulge your senses.

Hours: 5:00pm -10:00pm daily

### *ONE SOUTH*

Phone: 317-632-1234

Enjoy a unique blend of Italian and American flavors at breakfast and lunch daily at the Hyatt Regency Indianapolis with the only revolving restaurant in Indianapolis.

Hours: Sunday through Saturday
6am-11am – Breakfast; 11am-3pm - Lunch

### *LEVEL ONE LOUNGE*

Savor upscale martinis and appetizers in a trendy, chic atmosphere at Level One. Sink into the comfort of lounge area seating with multiple plasma televisions, or grab a signature martini and take a seat at the bar, Level One is the ultimate place to see and be seen in downtown Indianapolis.

Designed as an urban oasis, Level One at Hyatt Regency Indianapolis features a savory menu that offers a variety of traditional appetizers with an upscale twist, signature cocktails, draft beer, wines of the world, and engaging nightlife.

*Half-Price Appetizers:*
Monday-Thursday from 3:00 pm - 6:00 pm

## OTHER TOP RECOMMENDED RESTAURANTS IN DOWNTOWN INDIANAPOLIS

### *ST. ELMO'S STEAK HOUSE*

127 So. Illinois Street
Indianapolis, IN
Phone: 317-635-0636
Web Site: www.stelmos.com
Hours: Monday-Friday, 4:00pm-11:00pm
Saturday, 4:00pm-11:00pm
Sunday, 4:00pm-10:00pm

### *THE CAPITAL GRILLE INDIANAPOLIS*

40 W. Washington Street
Indianapolis, IN 46204
Located adjacent to The Conrad Hotel.
Phone Number: (317) 423-8790
Website: http://www.thecapitalgrille.com/
Lunch: Daily: 11:00am – 5:00pm;
Dinner: Sunday – Thursday: 5:00pm – 10:30pm,
Friday – Saturday: 5:00pm –11:00pm

### *SHULA'S STEAK HOUSE*

50 South Capitol Avenue
Indianapolis, IN 46204
Phone: 317-231-3900
Web Site: http://www.donshula.com/shulas-steak-house-indianapolis
Hours: Lunch: 11:30am-2:00pm
Dinner: Sunday – Thursday: 5:00pm-10:00pm
Friday-Saturday: 5:00pm-10:30pm

*TASTINGS AND WINE BAR*

50 W. Washington St. Indianapolis, IN 46204
Phone: 317-423-2400
Web Site: http://www.tastingsbar.com
Hours: Sun., 12 pm-11 pm
Mon., 3 pm-12 am;
Tues.-Thurs., 11 am-12 am;
Fri.-Sat., 11 am-1 am

*WEBER GRILL – FIRE INSPIRED CUISINE*

10 N. Illinois Street, Indianapolis IN 46204
Phone: 317-636-7600
Website: http://www.webergrillrestaurant.com
Hours: Lunch, Mon-Fri: 11:00a-4:00p
Dinner, Mon-Thu: 4:00p-10:00p
Fri: 4:00p-11:00p
Sat: 11:00a-11:00p
Sun: Noon-9:00p

*BUFFALO WILD WINGS*

7 E Washington St Indianapolis IN 46204
Phone: (317) 951-9464
Website: http://www.buffalowildwings.com/
Hours: Mon: 11am-12am
Tue: 11am-12am
Wed: 11am-12am
Thu: 11am-12am
Fri: 11am-1am
Sat: 11am-1am
11am-12am

*DICK'S BODACIOUS BAR-B-Q*

50 N Pennsylvania St Indianapolis IN 46204
Phone: (317) 916-9600
Website: http://www.dicksbbq.com
Hours: Weekdays, 11am-9pm
Fri & Sat, 11am-10pm; Sun, 12pm-8pm

## FUN THINGS TO DO IN INDY

Indianapolis is filled with a variety of exciting activities, from shopping to sports, guaranteed to suit everyone's vacation lifestyle. It's easy to explore all the best attractions that Indianapolis is famous for. Discover all the sights in Indy by bicycle or tee off one of the many golf courses nearby. Then, plan a fun evening at one of the 200 bars and restaurants within walking distance of Hyatt Regency Indianapolis.

**The Children's Museum of Indianapolis**
3000 N. Meridian St. Indianapolis, IN 317-334-3322

The Children's Museum of Indianapolis is the world's largest children's museum. With 472,900 square feet that spans over five floors of exhibit halls, it has more than one million visitors annually. Its collection of over 120,000 artifacts and exhibit items are divided into three domains: the American Collection, the Cultural World Collection, and the Natural World Collection. Among the exhibits are a simulated Cretaceous Dinosaur Habitat, a Carousel, and a Steam Locomotive.

CURRENT HOURS: Mon.-Sun., 10 a.m.–5 p.m.

ADDITIONAL HOURS
The Museum Store: Mon.–Sun., 10 a.m.–5:30 p.m.
InfoZone: Fri.–Sun., 10 a.m.–5 p.m., Tues.–Thurs. 10 a.m.–8 p.m.

ADMISSION
Youth under 2: Free, Youth (ages 2–17): $18.50
Youth under the age of 18 must be accompanied by an adult.
Adult (Ages 18–59): $21.50, Senior (60+): $20.50

**Canal Walk** - *A short walk from the Hyatt Hotel.*

801 W. Washington St.
Indianapolis, IN 46204
317-233-2434
http://www.downtownindy.org/

Whether it's a relaxing stroll, vigorous run, afternoon at the ballpark, interacting with dolphins, discovering Indiana history exploring Native American art learning about Lincoln or enjoying an outdoor concert, the Canal and White River State Park has surprises for everyone. It is not your typical park or waterway. Discovery runs through it. Scattered throughout the Canal and White River State Park are some of the city's most inspiring museums, attractions and celebrations.

**Eiteljorg Museum**

500 West Washington Street
Indianapolis, IN 46204
317.636.9378
http://www.eiteljorg.org/

HOURS
Mon–Sat: 10–5 pm, Sun: Noon–5 pm

ADMISSION
Adults: $12; Seniors 65+: $10
Youth 5–17: $6; Children 4 and under: Free

Explore the amazing stories and cultures of Native Americans and the West. The Eiteljorg Museum features the world's foremost collection of contemporary Native American art. The museum's commitment to contemporary fine art features sponsorship of the Eiteljorg Contemporary Art Fellowship, which celebrates the established and emerging Native American artists of today.

The Eiteljorg Contemporary Art Fellowship program engages artists, art historians, and scholars in an exploration and reinterpretation of Native American cultural and artistic traditions through biennial exhibitions, publications, and associated events. Since 1999, the Fellowship program has awarded over $1,125,000 in unrestricted grants and fueled the acquisition of more than 200 pieces of art by 45 contemporary artists to the permanent collection.

Visitors to the Eiteljorg Museum are invited to experience the new voices in Native American art through the Eiteljorg Fellowship exhibition and the permanent contemporary collection at the Eiteljorg Museum.

**Indianapolis Museum of Art (IMA)**

4000 North Michigan Road
Indianapolis, IN
217-923-1331
www.imamuseum.org/

The Indianapolis Museum of Art (known colloquially as the IMA) is an encyclopedic art museum. The museum, which underwent a $74 million expansion in 2005, is located on a 152-acre (0.62 km) campus on the near northwest area outside downtown Indianapolis, northwest of Crown Hill Cemetery.

The Indianapolis Museum of Art is the ninth oldest and eighth largest encyclopedic art museum in the United States. The permanent collection comprises over 54,000 works, including African, American, Asian, and European pieces. Significant areas of the collection include: Neo-Impressionist paintings; Japanese paintings of the Edo period; Chinese ceramics and bronzes; paintings, sculptures, and prints by Paul Gauguin and the Pont-Aven School; a large number of works by J. M. W. Turner, and a growing contemporary art collection.

Other areas of emphasis include textiles and fashion arts as well as a recent focus on modern design. In addition to its collections, the museum consists of 100 Acres: The Virginia B. Fairbanks Art and Nature Park; Oldfields, a restored American Country Place era estate once owned by Josiah K. Lilly, Jr.; and restored gardens and grounds originally designed by Percival Gallagher of the Olmsted Brothers firm. The IMA also owns the Miller House, a mid-century modern home designed by Eero Saarinen and located in Columbus, Indiana. The museum's holdings demonstrate the institution's emphasis on the connections among art, design, and the natural environment.

Adults: $18
Ages 5 & under: FREE
Youth ages 6-17: $10

**Soldiers & Sailors Monument/Monument Circle**
1 Monument Circle
Indianapolis, IN 46204
317-232-7615

The monument is located on Monument Circle in the center of downtown and has come to symbolize the city of Indianapolis and the state of Indiana. Designed by Bruno Schmitz and constructed between 1887 and 1902, this limestone monument includes sculptures by Rudolf Schwartz (who created the figures on the structure's sides), George Brewster (who created the figure of Victory that caps the monument, as well as two astragals) and Nicolaus Geiger (who created the Army astragal). A statue of Civil War-era governor Oliver P. Morton, created by Franklin Simmons, preceded the monument and was incorporated into its construction. John H. Mahoney then created three other similarly scaled figures (General George Rogers Clark, Governor William Henry Harrison and Governor James Whitcomb), to reflect Indiana's participation in earlier conflicts. The Col. Eli Lilly Civil War Museum is housed in the lower level. Observation level is 330 steps up or take the elevator to step 290.

**Indianapolis Motor Speedway**
4790 W 16th Street
Indianapolis, IND
317-481-8500

Internationally famous, the Indianapolis Motor Speedway is home to both the world's largest and second-largest single-day sporting events. The Speedway celebrated the 100th anniversary of the Indianapolis 500 Mile Race in 2011! The track opened in 1909 and is the world's largest spectator facility. It is so large that you could fit the Roman Coliseum, Vatican City, Wimbledon Campus, Rose Bowl, Yankee Stadium and Churchill Downs inside the 2.5-mile oval. Since 1911, the Speedway has been the home of "The Greatest Spectacle in Racing," the Indianapolis 500. The Brickyard 400 NASCAR Sprint Cup Series race has become one of NASCAR's most coveted races since the inaugural event in 1994. The Speedway also hosts the popular Red Bull Indianapolis GP MotoGP race on its 2.621-mile road course, highlighted by the world's best motorcycle riders competing at more than 200 mph.

**Dalara IndyCar Factory** - *Downtown*
1201 Main St.
Speedway, IN 46224
317-243-7171
Website: http://www.indycarfactory.com

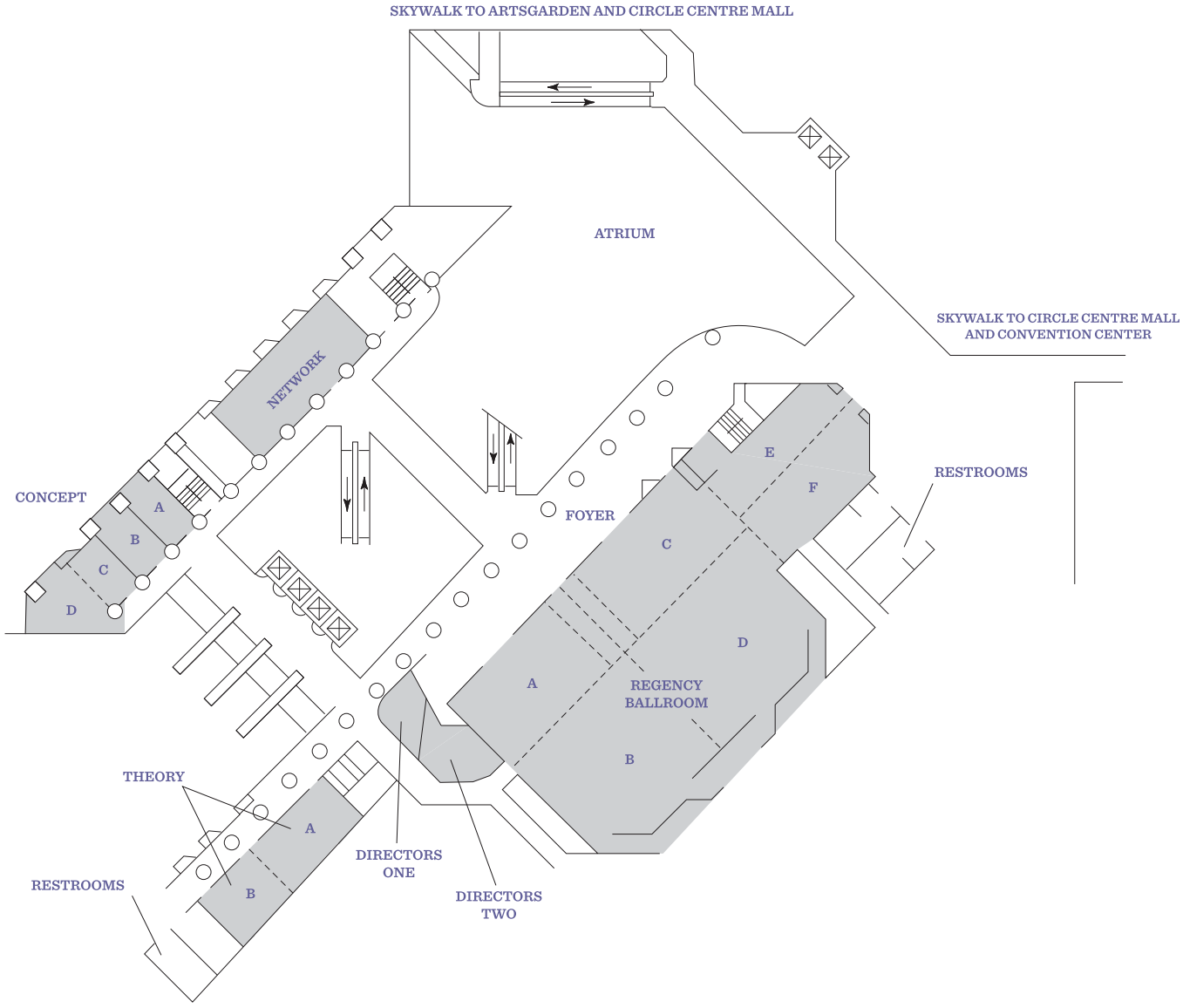
GENERAL ADMISSION:
Adults $10, Seniors $5
Children 12 and Under $5
Children 4 and Under Free

The Dalara IndyCar Factory offers visitors the chance to explore 20,000 square feet of interactive and hands-on exhibits centered around the engineering and technology of the world's fastest sport! While you're here, feel the rush of adrenaline as you strap on a helmet and slip into our Street-Legal IndyCar 2 seater and speed past the world famous Indianapolis Motor Speedway! And don't forget to check out the specs of, and get your picture taken with, the brand new DW12! Get the feel of what it's like to race at the famous 2.5-mile oval when you sit behind the wheel of a real IndyCar and race using iRacing! Visit us Monday-Saturday, from 10 a.m.-6 p.m. and explore the world of IndyCar for yourself.

The Dallara IndyCar Factory is located 1/3 of a mile southwest of the historic Indianapolis Motor Speedway--home of the Indianapolis 500--and just five miles from Downtown Indianapolis. Our new 202,000-square-foot facility is the destination for race-enthusiasts, and those who are brand new to the sport, to get their fill of all things IndyCar.

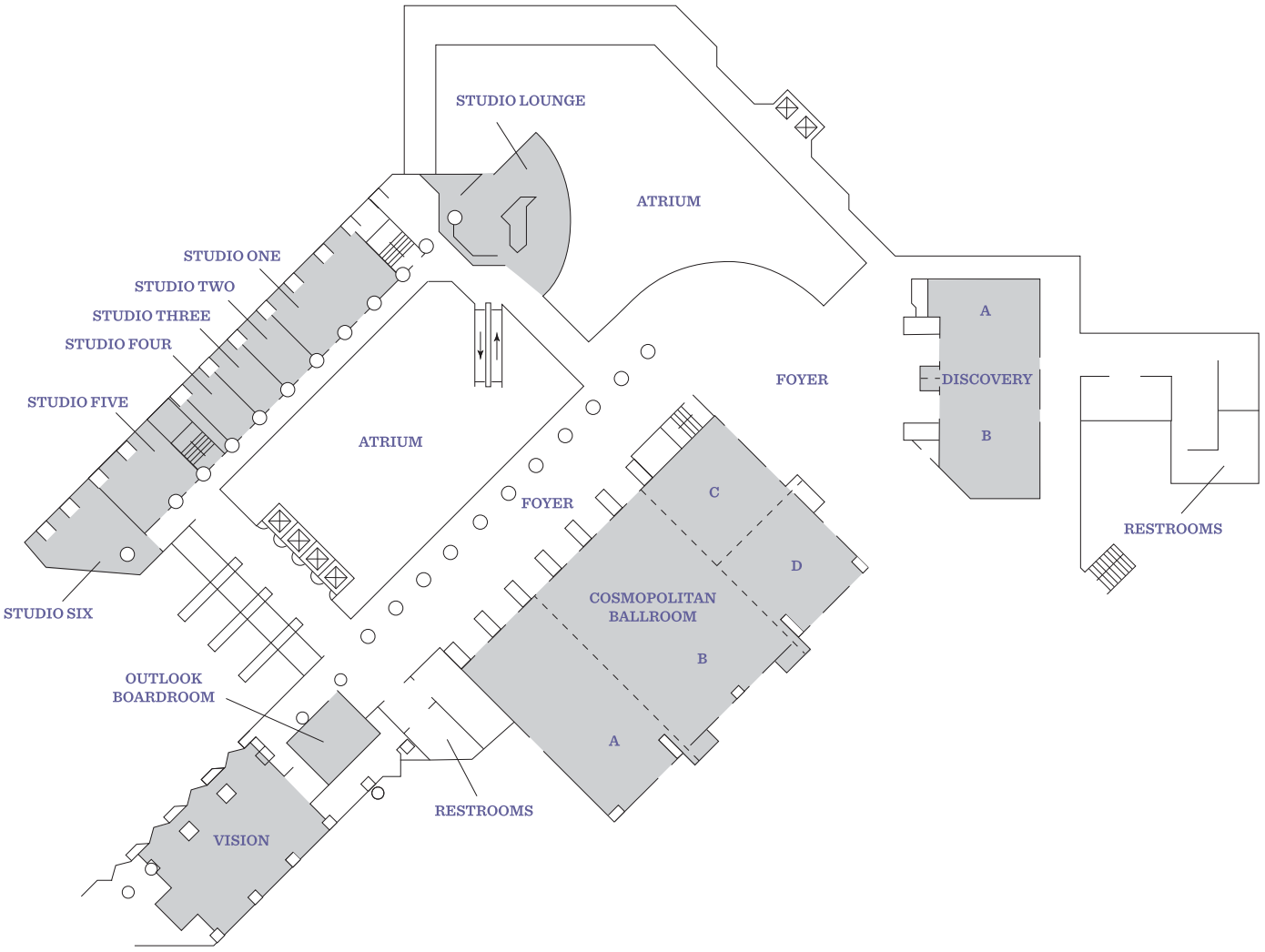
## FLOOR PLAN

*Second Level*



## FLOOR PLAN

*Third Level*



# Slow and Fast Learning with Contemporary Digital Technologies

**Dr. Gráinne Conole**

We are honored to host Professor Gráinne Conole as our keynote speaker for the opening General Session! The title of her address is ***Slow and Fast Learning with Contemporary Digital Technologies***. Digital technologies offer a rich variety of ways in which learners and teachers can interact, communicate and collaborate across formal, informal and non-formal learning contexts. Smart phones and tablets enable interaction across different time frames and boundaries. Social media mean learners and teachers can be part of a global, distributed community of peers with access to a vast variety of information, available at unprecedented scale. The pace of change is only likely to continue, and new technologies continue to emerge; for example, materials for learning across boundaries, surfaces, and multiple devices. The impact on education is likely to be profound, as a series of recent Pearsons' videos on the future of Education 2020 testifies. This address will provide an overview of key emergent technologies and reflect on their implications for education. Professor Conole will consider the ways in which technologies increase the speed of interaction and learning and she will argue that we need a slow learning movement, equivalent to the slow eating movement. She draws on relevant current research to argue that to make effective use of digital technologies teachers need new approaches to design, pedagogy, and assessment, as well as more effective use of learning analytics tools.

Professor Conole began a new post at the University of Bath Spa in February 2015. Previously, she was professor of learning innovation and director of the Institute of Learning Innovation at the University of Leicester. Professor Conole's research interests include: the use, integration and evaluation of Information and Communication Technologies and e-learning, research on Open Educational Resources (OER) and Massive Open Online Courses (MOOCs), new approaches to designing for learning, e-pedagogies, social media and the impact of technologies on organisational change. She regularly blogs on www.e4innovation.com and her Twitter ID is @gconole. She has successfully secured funding from the EU, HEFCE, ESRC, JISC and commercial sponsors). She was awarded an HEA National Teaching Fellowship in 2012. And is also a fellow of EDEN and ASCILITE. She has published and presented over 1000 conference proceedings, workshops and articles, including the use and evaluation of learning technologies. Professor Conole has recently published a Springer book entitled *Designing for Learning in an Open World* and she is currently working on a Routledge book on practical learning design. Contact email: g.conole@bathspa.ac.uk

This year we revive one of the most fun presentations in the history of AECT conventions: ***Tech Travesties!*** Join us as these "presenters" share their travesties...they will tease and roast our "icons" and generally spoof our association and our field…all in good fun, of course! You do not want to miss this session!

*Date:* Thursday, November 5th
*Time:* 4:45pm - 6:00pm
*Location:* Regency Ballroom A, 2nd Level
*Presenters:*

**Edward Caffarella**, State University of New York College at Cortland & University of Northern Colorado (Professor Emeritus)

**Barbara Lockee**, Virginia Tech University

**Marshall Jones**, Winthrop University

**Steve Harmon**, Georgia State University

**Linda Mellish**, East Carolina University

**Cindy York**, Northern Illinois University

**M. David Merrill**, Utah State University (Professor Emeritus)

**Michael Molenda**, Indiana University (Associate Professor Emeritus)

## Convention At-A-Glance

### Tuesday, November 3

| | |
|---|---|
| 7:00am – 5:00pm | AECT Convention Registration, Regency Ballroom Foyer, 2nd Level |
| 7:00am – 5:00pm | Technology Help Center, Directors 2, 2nd Level |
| 8:00am – 5:00pm | NSF Early Career Symposium, Vision Room, 3rd Level |
| 9:00am – 4:00pm | AECT Professional Development Workshops |
| 1:00pm – 5:00pm | AECT Board of Directors, Network Room |
| 6:00pm – 9:00pm | AECT Leadership Meeting/Dinner, Cosmopolitan Ballroom B-C, 3rd Level (*By Invitation only*) |

### Wednesday, November 4

| | |
|---|---|
| 7:00am – 5:00pm | AECT Convention Registration, Regency Ballroom Foyer, 2nd Level |
| 7:00am – 5:00pm | Technology Help Center, Directors 2, 2nd Level |
| 7:00am – 8:00am | Interns Meeting, Outlook Board Room, 3rd Level |
| 8:00am – 11:00am | IDT Professors Forum, Cosmopolitan Room C, 3rd Level |
| 8:00am – 5:00pm | Division and AECT Committee Meetings |
| 8:00am – 5:00pm | Pit Stop, Studio Lounge, 3rd Level |
| 8:00am – 12:00pm | NSF Early Career Symposium, Vision Room, 3rd Level |
| 9:00am – 12:00pm | AECT Professional Development Workshops |
| 11:45am – 12:45am | Morehead State University Doctoral Seminar, Discovery A, 3rd Level |
| 12:15pm – 1:15pm | PacifiCorp Reception for Competition Participants *only*, Level One Bar and Lounge, Hotel Lobby |
| 1:00pm – 4:30pm | Job Placement Center, Regency Foyer, 2nd Level |
| 1:00pm – 4:30pm | ect Foundation Board of Trustees, Take Elevator to the Eagle's Nest Restaurant |
| 1:00pm – 4:30pm | Concurrent and Presidential Sessions |
| 1:30pm – 2:00pm | PacifiCorp Competition Orientation, Studio 1, 3rd Level |
| 2:00pm – 4:00pm | PacifiCorp Competition, Studio 1, 3rd Level |
| 2:15pm – 4:30pm | Walden Residency Orientation, Outlook Board Room, 3rd Level |
| 3:30pm – 4:30pm | AECT First Timers Orientation, Network, Discovery B, 3rd Level |
| 4:45pm – 6:00pm | AECT First General Session and "Keynote Address" Regency Ballroom, 2nd Level |
| 6:00pm – 7:30pm | Welcome Reception, Cosmopolitan Ballroom, 3rd Level |
| 8:30pm – 10:00pm | President's International Affiliates Reception, Discovery A, 3rd Level (*By invitation only*) |
| 8:00pm – 10:00pm | TED Dinner, Visit the TED Facebook Group, or stop at the member table at the welcome reception. |

### Thursday, November 5

| | |
|---|---|
| 7:00am – 5:00pm | AECT Convention Registration, Regency Ballroom Foyer, 2nd Level |
| 7:00am – 5:00pm | Technology Help Center, Directors 2, 2nd Level |
| 7:00am – 8:00am | Interns Meeting, Outlook Board Room, 3rd Level |
| 7:30am – 9:00am | Breakfast With Champions, Cosmopolitan Ballroom, 3rd Level |
| 8:00am – 5:00pm | Pit Stop, Studio Lounge, 3rd Level |
| 9:00am – 4:00pm | Jenny K. Johnson International Hospitality Center, Foyer, 3rd Level |
| 9:00am – 4:00pm | Job Placement Center, Regency Foyer, 2nd Level |
| 9:15am – 10:15am | Roundtable Sessions 1 and Poster Sessions 1, Convention Center, Room 231-239 |
| 10:30am – 11:30am | Roundtable Sessions 2 and Poster Sessions 2, Convention Center, Room 231-239 |
| 11:00am – 11:45am | Division Pecha Kucha Presentations |
| 11:45am – 12:45pm | AECT 5th Annual 5K Fun Run/Walk, Meet in the Hotel East Lobby |

**Thursday, November 5** *(continued)*

| | |
|---|---|
| 11:45am – 12:45am | Morehead State University Doctoral Seminar, Discovery A, 3rd Level |
| 11:45am – 1:00pm | DD/RTD Awards Luncheon, Cosmopolitan A, 3rd Level |
| 11:45am – 1:00pm | KSET Luncheon, Take Elevator to Eagle's Nest Restaurant |
| 1:00pm – 4:30pm | Concurrent and Presidential Sessions |
| 2:00pm – 4:00pm | DD Showcase, Cosmopolitan Foyer, 3rd Level |
| 2:15pm – 4:30pm | Walden Residency Orientation, Convention Center, Theory A, Room 231 |
| 3:30pm – 4:30pm | PIDT 2016 Planning Committee, Outlook Board Room |
| 4:45pm – 6:00pm | "Tech Travesties", Regency Ballroom A, 2nd Level |
| 4:45pm – 8:30pm | GSA 3MT Competition Preliminary Round, Concept C-D, 2nd Level |
| 6:00pm – 8:30pm | International Dinner and Auction, Cosmopolitan Ballroom A, 3rd Level |
| 7:30pm– 9:00pm | AECT "Unplugged" Jam Session, Jenny K. Johnson International Hospitality Center, Foyer, 3rd Level |

**Friday, November 6**

| | |
|---|---|
| 7:00am – 5:00pm | AECT Convention Registration, Regency Ballroom Foyer, 2nd Level |
| 7:00am – 5:00pm | Technology Help Center, Directors 2, 2nd Level |
| 7:00am – 8:00am | Interns Meeting, Outlook Board Room, 3rd Level |
| 7:00am – 8:00am | Morehead State University Doctoral Seminar, Discovery A, 3rd Level |
| 8:00am – 5:00pm | Pit Stop, Studio Lounge, 3rd Level |
| 8:00am – 4:30pm | Concurrent and Presidential Sessions |
| 8:00am – 10:30am | ect Foundation Board of Trustees, Take Elevator to Eagle's Nest Restaurant |
| 9:00am – 4:00pm | Jenny K. Johnson International Hospitality Center, Foyer, 3rd Level |
| 9:00am – 4:00pm | Job Placement Center, Regency Foyer, 2nd Level |
| 11:45am – 2:00pm | Past President's Council Luncheon, Take Elevator to Eagle's Nest Restaurant |
| 11:45am – 2:00pm | CLT Luncheon and McJulien Outstanding Paper Presentation, Studio 6, 3rd Level |
| 4:45pm – 6:00pm | AECT Annual Member Meeting and "Meet the Candidates", Regency Ballroom A, 2nd Level |
| 6:00pm – 7:30pm | AECT Joint University Reception, Cosmopolitan Ballroom, 3rd Level |
| 7:30pm | GSA/International On-The-Town |

**Saturday, November 7**

| | |
|---|---|
| 7:00am – 12:00pm | AECT Convention Registration, Regency Ballroom Foyer, 2nd Level |
| 7:00am – 5:00pm | Technology Help Center, Directors 2, 2nd Level |
| 7:00am – 8:00am | Interns Meeting, Outlook Board Room, 3rd Level |
| 7:00am – 8:00am | Morehead State University Doctoral Seminar, Discovery A, 3rd Level |
| 8:00am –10:00am | 2016 AECT Convention Planning Committee, Network Room, 3rd Level |
| 8:30am – 10:00am | Walden Residency Orientation, Outlook Board Room, 3rd Level |
| 9:00am – 12:00pm | AECT Board of Directors, Vision Room, 3rd Level |
| 9:00am – 12:00pm | AECT Professional Development Workshops |
| 9:00am – 12:00pm | Tech Saturday Workshop, Discovery A. 3rd Level |
| 9:00am – 4:30pm | Tech Saturday Sessions, Discovery B, 3rd Level |
| 1:00pm – 4:00pm | Tech Saturday Workshop, Discovery A, 3rd Level |

**Convention Registration Information**

Registering for the full AECT Convention entitles you to an online convention program of the mobile application, name badge and other premiums, and entry to convention sessions and special events. Limited quantities of printed convention program are available and may be purchased at the registration desk. Note: some events require a ticket as indicated in the convention program.

**AECT Registration Desk and Hours**

The AECT Registration desk is located on the 2nd Level of the Hyatt Regency Indianapolis in the Regency Ballroom Foyer.

**Hours of Operation**

| | |
|---|---|
| Monday, November 2 | 12:00pm-7:00pm |
| Tuesday, November 3 | 7:00am-5:00pm |
| Wednesday, November 4 | 7:00am-5:00pm |
| Thursday, November 5 | 7:00am-5:00pm |
| Friday, November 6 | 7:00am-5:00pm |
| Saturday, November 7 | 7:00am-12:00pm |

**Social Media 3rd Level Foyer (Near the Pit Stop)**

Use **#AECT15** on all social media outlets to digitally interact during the conference! A scrolling feed will be on display near registration to share the latest tweets, pics, and more. Announcements and conference news will also be shared with the #AECT15 hashtag.

**Hours:**

| | |
|---|---|
| Wednesday | 1:00pm-4:00pm |
| Thursday | 9:30am-12:00pm and 1:00pm-4:00pm |
| Friday | 9:30am-12:00pm and 1:00pm-4:00pm |

**Scavenger Hunt**

Tune-up that Twitter account and get ready to race to the finish line with your pictures in tow. Join your AECT colleagues for the second annual AECT Convention Scavenger Hunt. Connect with people from different divisions and AECT leadership; get to know more about the various divisions and the wonderful membership of AECT 2015. So, rev-up your engines and head toward the finish line with your selfies and tweets. The instructions and scavenger hunt list will be available when you check-in at the convention. The scavenger hunt starts Tuesday November 3rd and will conclude on Friday November 6th at 4:00 p.m. after the sessions. Winners will be announced at the membership general session on Friday.

**Program Updates**

All events, presentations, workshops, and meetings are subject to change. For immediate access to updates, please go http://www.aect.org/events/Indianapolis/default.asp?clientid= and click on "Browse Program". When available, a "Convention Update" handout will be placed at the registration desk each morning.

**Facilitators – Regency Ballroom Foyer, 2nd Level**

Facilitators should check in at the Facilitators Table, located on the Regency Ballroom Foyer, 2nd Level (near the AECT registration desk) at least 30 minutes prior to the session which you are scheduled to facilitate. 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 Coordinator of Program Facilitators, Yu-Ju (Sharon) Lin at sharonlin90@gmail.com, as soon as possible to arrange for a replacement.

**Technology Help Center – Directors 2, 2nd Level**

ECT's Technology Help Center is open Tuesday through Saturday, 7:00am-5:00pm, as a service to AECT Speakers, graduate students enrolled in US and foreign IT programs volunteer their time and energy to help with presentation equipment set-up. If you have special equipment needs, or issues with the standard equipment provided in the presentation rooms, you may come by the Director 2 room for help. Please take a moment to thank the volunteers and show your appreciation for their support. Their efforts help this convention run smoothly.

**Jenny K. Johnson International Hospitality Center – Foyer, 3rd Level**

The Jenny K. Johnson Hospitality Center is a welcome center open to all international convention attendees. The center is designed to

allow international delegates an opportunity to network, relax and meet colleagues with similar professional interests and concerns. Volunteers from the International Division will be on hand to assist international delegates whenever possible. Hours are Thursday and Friday, 9:00am –4:00pm.

**Graduate Student Center – Concept C-D Room**
The Graduate Student Assembly (GSA) welcomes all graduate students 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.

**Job Placement Center –**
**Regency Ballroom Foyer, 2nd Level**
Does your institution or organization have an upcoming opening? Are you on the job market?

AECT is bringing back the Job Placement Center! Stop by the 2nd Level of the Regency Foyer on the far East area of the foyer (the office building side) to post a position description, check out the open positions listed, and chat with one of our volunteers about reserving the interview room.

You can also participate in the Job Placement Center virtually using the following links (case sensitive):

**Job Placement Center Information:**
http://bit.ly/AECT15JobCenterInfo

**Virtual Job Placement Center Board:**
http://bit.ly/AECT15VirtualJobCenter

**Position Posting Form:**
http://bit.ly/AECT15PositionPostingForm

**Position Interest Form:**
http://bit.ly/AECT15PositionInterestForm

**Interview Room Schedule Form:**
http://bit.ly/AECT15InterviewRoomScheduleForm

**Interview Room Schedule:**
http://bit.ly/AECT15InterviewRoomSchedule

**Wellness Activities**
AECT is proud to host the 5th Annual 5K Run/ Walk. This event, coordinated by Jennifer Banas, is scheduled Thursday, 11:45am-12:45pm Thursday, November 5th. No prior registration is necessary. Meet in the hotel East Lobby by 11:30am to participate. Be sure to wear comfortable running/ walking shoes and lightweight clothing. And, remember to bring your own bottled water.

**Lost and Found**
Lost and found items can be turned in to the AECT Registration Desk located on the Regency Ballroom Foyer, 2nd Level. We will make every effort possible to return a lost item to its rightful owner.

**Mobility Services**
Should anyone need mobility services in Indianapolis at the Hyatt Regency Hotel, scooters are available from a local home health equipment company. Please call the following company to arrange for this service. After dialing the call, choose option 2 that will connect you to the mobility department. Any one answering the phone will take your request.

**Home Health Equipment Company**
First, you will be required to call 317-872-9702 and place your order. They will require the following information at the time you place your order:

- Your name, complete home mailing address and telephone number.
- Your Weight
- Date of service/Expected arrival time at the hotel
- Name of hotel you are staying (Hyatt Regency Hotel at City Center, Indianapolis, IN
- Credit Card Number
- Once your order is placed they will need ask you to fax a copy of your driver's license to 317-872-9704 referencing your order number.

**AECT Book Store – Regency Ballroom Foyer, 2nd Level**
Stop by the book store and review and/or buy your copy of AECT's newest publications. Books will be on sale during regular registration hours.

**Pit Stop – Studio Lounge, 3rd Level**
AECT wishes to welcome all our members and guests to the 2015 Convention! At a racetrack, the Pit Stop is a chance to re-fuel, change your tires, and get needed quick repairs. This conference is a chance for that same re-charge of your professional development! First Timers, Retired Members,

International Members, Graduate Students, and ALL attendees... we will have coffee and tea available between the hours of 9:00am and 11:00am on Thursday and Friday. We will also have a few charging stations available in the Pit Stop to plug-in and re-charge your mobile devices to keep you up and running! Please use the Pit Stop as a space to gather anytime during the conference to meet new colleagues, greet old friends, or just connect with others! Hours are Wednesday through Friday, 8:00am-5pm.

**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 conference materials at registration check-in. If the tickets you pre-purchased in advance are not in your registration packet, please correct this problem before leaving the registration desk. If you did not pre-purchase a ticket for a meal event that would like to attend, purchase it at this time. Tickets will be available for purchase on a space available basis and must be purchased by 12noon the day prior to the meal event. Arrive early and pick up your meal ticket.

**The Business Center**

The business center in the Hyatt is located in the South Lobby of the hotel near the registration desk. This is a self-service, 24-hour business center with access to computers, Internet and copying services. Your will need your room key to gain entrance and a credit card.

Note: FEDEX is conveniently located across the street in the Westin Hotel. 50 South Capital Avenue, Indianapolis. Phone number is 317-917-1529. Exit the South Exit of the Hyatt hotel and turn right to cross the street to the Westin Hotel. You may order your print jobs online at US.5050@fedex.com.

Hours: Mon.-Fri.: 7am-6pm
Sat.: 9am-5pm; Sun.: Closed

**Hyatt Regency Hotel Services**

Beautifully designed, modern and refined, Hyatt Regency is a luxury downtown Indianapolis hotel conveniently located steps from Circle Centre Mall, the Convention Center and Lucas Oil Stadium. Our premiere property is a refreshing blend of hospitality and urban vibrancy.

The modern amenities at Hyatt Regency Indianapolis blend effortlessly with classic design elements, creating a modern oasis in the heart of one of the Midwest's most exciting cities. Take in 360-degree views of the city from The Eagle's Nest, Indianapolis' most romantic revolving restaurant.

- Hyatt Regency Club Level
- Hyatt Grand Bed™
- Refrigerator
- Multi-media connectivity syste
- PDA & Express Check-In/Check-Out Kiosks
- Flight Check-In
- Valet and Self-Parking
- The Eagle's Nest - Award-winning, revolving rooftop restaurant
- Indoor heated pool / Whirlpool
- 24-hour StayFit™ Gym / Cardio Studio with new Precor® equipment and individual LCD screens
- Nearby tennis and golf facilities
- Enclosed, climate controlled skywalk to City Center Mall and the Indianapolis Convention Center
- Awarded "Best of MidAmerica" for meeting site excellence
- Roll-in showers available in four guestrooms
- Wheelchair accessible sink/vanity and towel racks
- Closed caption television decoder

**Hotel Address**

Hyatt Regency
One South Capitol Avenue
Indianapolis, IN 46204
Tel: 844-640-9720

**Airport Transportation**

All ground transportation services at Indianapolis International Airport are located on Level 1 of the Parking Garage.

*The GTC* is a one-stop shop for rental cars, taxi and limousine service, commercial bus and shuttle service. For information, visit www.indianapolisairport.com

*Indianapolis International Airport (IND)*
7800 Col. H. Weir Cook Memorial Drive,
Indianapolis, Indiana, USA 46241
Tel: 1-317-487-7243

The Hyatt Regency Indianapolis is accessible to and from the Indianapolis International Airport via several modes of transportation.

*Car Service:*

Shared Ride Service - Approximate cost is $16.00 each way. Reservations suggested. On demand service available at Ground Transportation Center across from baggage claim.

Yellow/Checker Cab Co. - Approximate cost is $35 each way for airport transportation.

Town car/Limo Service - Approximate cost is $45 (one way, dependent upon company and number of passengers).

Royal Limousine - Please call 317-529-8040 for pricing information.

*For nonstop bus service from the Indianapolis International Airport to downtown*

Buses will run twice an hour on the half-hour.
Fare is $10 per person each way, cash only.
Service will run later, from 8:00am-11:00pm
Passengers board the express at Zone 1 of the airport's Ground Transportation Center

*Getting Around Indianapolis*

Located near Indianapolis International Airport in the Wholesale District of downtown, Hyatt Regency Indianapolis is within walking distance of many corporate offices, hundreds of shops and restaurants, and local attractions. Indianapolis offers several modes of transportation for getting around the area.

Pedicabs - A unique, fun and practical way to get around Indianapolis. These three wheeled "bike taxis" are an environmentally friendly option for downtown transportation. Visit Circle City Pedicabs or Indy Pedicabs for more information.

Taxi Service - $5 regional fare within downtown. The regional center for taxis contains the area lying east of the White River, South of 12th Street, west of I-65, and north of I-70.

**Parking**

A conveniently located Indianapolis Convention Center hotel, Hyatt Regency Indianapolis welcomes guests with a variety of options for parking, including self-parking underground, valet parking, and overnight parking.

*Hyatt Valet Parking*

Valet services with Pick-Up at Front Drive
$30.00 Day Rate (does not include in/out privileges)
$39 Overnight Rate (includes in/out privileges)

*Self-Parking Underground*

12-24 hours without in/out privileges
$24 Overnight or Pay per Hour (Limited Availability)

*Additional Overnight Parking Downtown*

*World of Wonders (Circle Centre)*

*24 Hour Self-Parking*...$20 Overnight
Location: 1/2 block from hotel at Maryland and Illinois Street. Clearance: 8'2"

*Plaza Park: Self-Parking*...$22 Overnight
Location: One block South on Capitol.
Clearance: 6'9"
Open 24 hours on Friday & Saturday.

*Capitol Commons Parking*

24 Hour Self-Parking.., $26 Overnight
Location: Entrance across from Hyatt on Capitol Ave.
Clearance: 6'8'

**Accessibility**

The staff at Hyatt Regency Indianapolis is committed to ensuring that we meet and exceed all of the requirements for the Americans with Disabilities Act. Our staff is 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 Indianapolis, we want to make sure all our guests are able to take advantage of every activity the hotel has to offer. So we may better prepare for your arrival, please indicate requests in your online reservation, or contact Hyatt Customer Service at (888) 591-1234.

Accessible room types: ADA King Shower, ADA Double Shower, ADA Double Tub.

Available assistance devices include:

ADA Devices

- Braille symbols in elevators
- Restaurants/ room service menus
- Wheelchair accessible doors
- Bathtub benches and grab rails
- Audio/visual smoke detectors

# Meal Events

**WEDNESDAY - Welcome Reception**
*6:00 pm to 7:30 pm*
*Hyatt Regency - 3rd: Cosmopolitan B*

**WEDNESDAY - GSA/D&D On the Town**
*8:00 pm to 10:00 pm Hyatt Regency - 2: Concept CD*

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 the "Slippery Noodle Inn" which is the oldest pub in Indianapolis and Blues music.

**WEDNESDAY - TED -Membership Dinner at Buca di Beppo**
*8:00 pm to 10:00 pm Hyatt Regency - 2nd: Off-Site1*

Visit the TED Facebook Group or Table at the Welcome Reception if you have questions NOTE: First group will leave for the restaurant at 7:30PM from the table and the next group will leave from the table at 8:00PM/Close of the reception

**WEDNESDAY - President's Reception for International Affiliates (RSVP: by invitation only)**
*8:30 pm to 10:00 pm Hyatt Regency - 3rd: Discovery A*

In recognition of the significant expansion in the number of our international affiliates, this reception brings together the leadership of our international affiliates and the current and past leadership of AECT to welcome these international members to the conference and to provide the opportunity for new collaborations and mutual sharing. The reception is co-hosted by Kay Persichitte (AECT President), Robert Doyle (AECT Board of Directors Representative for the International Division) and Ana Donaldson (AECT Past President).

# At-A-Glance

**THURSDAY - AECT Breakfast with Champions (preregistration required)**
*7:30 am to 9:00 am Hyatt Regency - 3rd: Cosmopolitan A*

**THURSDAY - D&D / RTD - Awards Luncheon (preregistration required)**
*11:45 am to 12:45 pm Hyatt Regency - 3rd: Cosmopolitan A*

**THURSDAY - KSET – Luncheon (preregistration required)**
*11:45 am to 12:45 pm Hyatt Regency - Eagles' Nest*

**THURSDAY - SMT -Luncheon (Tastings Bar)**
*11:45 am to 12:45 pm*
*Hyatt Regency - 2nd: Off-Site1*

The 2015 SMT luncheon will occur offsite at The Tastings, which is located at 50 West Washington St. Ordering of lunch will be individual choice. The restaurant menu is available online at http://www.tastingsbar.com/. Be sure to stay for the membership meeting that will follow immediately after lunch.

**THURSDAY - INTL -International Division: Dinner (preregistration only)**
*6:00 pm to 7:30 pm Hyatt Regency - 3rd: Cosmopolitan A*

**FRIDAY - AECT Past Presidents Lunch (Past AECT Presidents only)**
*11:45 am to 2:00 pm Hyatt Regency - Eagles' Nest*

*298. GSA -Membership Meeting & Luncheon (preregistration required)*
*11:45 am to 12:45 pm Hyatt Regency - 2: Concept CD*

Join us for our annual GSA meeting and Luncheon! Meet our new GSA President, who will start their term during this session and hear about their 2015-2016 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 consider a leadership position for 2016-2017.

**FRIDAY - CLT -Lunch (preregistration required) & McJulian Lecture (after lunch)**
*11:45 am to 1:00 pm Hyatt Regency - 3rd: Studio 6*

**Acculturation into a Collaborative Online Learning Environment**
***Iryna Ashby***, Purdue University; ***Victoria Walker***, Purdue University; ***Daeyeoul Lee***, Purdue University

Students in online learning environments undergo acculturation that challenge and often modify personal and social attributes and perceptions. Presenters will discuss such processes occurring within courses in an online graduate-level degree program during purposeful learning activities for peer feedback, designed to improve student work and establish the sense of community. Presenters will summarize attitudes and expectations from various stakeholders and offer practical recommendations for using peer feedback and community building activities in online courses.

**FRIDAY - University Reception**
*6:00 pm to 7:30 pm Hyatt Regency - 3rd: Cosmopolitan B*

## AECT Educational Partners – Tabletop Exhibits, – *Regency A Foyer, 2nd Level*

Please take time to stop by the tabletop exhibits and" thank" them for being there. You'll see what's new and available to professionals like you in the field of instructional technology. The tabletop exhibits are open Tuesday through Friday:

**Exhibit Hours:** Wednesday, November 4, 8:00am-4:30pm
Thursday, November 5, 9am-4:30pm
Friday, November 6, 8:00am-4:30pm.

**East Carolina State University**
Contact: Abbie Brown
E-mail: brownab@ecu.edu

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

**ect Foundation**
Contact: Ward Cates
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@moreheadstate.edu

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

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

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

**Uchida Yoko Global**
Contact: Satoru Hattori
E-Mail: s-hattori@uchidayoko.com

**University of Hawaii @ Manoa**
Contact: Curtis Ho
Phone: 808-956-7771
E-mail: curtis@hawaii.edu

**Walden University**
Contact: Keith Michel
Phone: 443-627-7806
Email: keith.michel@waldenu.edu

## WEDNESDAY, NOVEMBER 4TH

**Presidential: Emerging Technologies Showcase**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Cosmopolitan B*
Chair:
***Tutaleni I. Asino***, *Penn State University*
Facilitator:
***Kyle L. Peck***, *Pennsylvania State University*
The concept of "emerging" is an elusive one, especially because the very nature of the word implies newness or a process of coming into being with a goal of often becoming popular. There are many different emerging technologies that can play a role in accelerating learning and facilitate racing into the future. AECT has a duty and a responsibility to be on the cutting edge of new technologies if it is to live up to its mission statement. Put differently, to "promote the effective design and use of technologies in the teaching/learning process, worldwide", AECT as an organization and members as individuals must not only be aware of the latest technologies but also share with each other different ways they are using these emerging technologies. This session will showcase the emerging technologies being used by innovative AECT members.
Presenters:
**Use of mobile app: "Whatsapp" in an online teacher professional development *Tasneem Anwar***, University of Minnesota
**Slack and Colloboration *Rebecca Yvonne Bayeck***, Penn State University
**An Open Analytics System and Real-Time Student Dashboards *Robert Bodily***, Brigham Young University
**3Doodling for creativity and prototyping *Tonia A. Dousay***, University of Wyoming; ***Trina Kilty***, University of Wyoming
**Digital Badges *Chris Gamrat***, Penn State University
**HOWARD (Helping Others With Argumentation and Reasoning Dashboard) *Peter Hogaboam***, Indiana University; ***Cindy Hmelo-Silver***, Indiana University Bloomington; ***Susan Lajoie***, McGill University; ***Ricki Goldman***, New York University; ***Stephen Bodnar***, Radboud University; ***Maedeh Kazemi***, McGill University; ***Yuxin Chen***, Indiana University
**Creating Own Augmented Reality in Foreign Language Instructions *Yukii Hoshino***, Emporia State University; ***Amy Murphy***, Emporia State University
**Using iBeacons and mobile technologies to support learning in outdoor community spaces *Susan Land***; ***Heather Toomey Zimmerman***, Penn State University; ***Jessica Briskin***, Penn State University; ***Chris Millet***, Penn State
**Using iPads with Multimedia Accessories for Project-Based Learning *Jamie Loizzo***, University of Nebraska-Lincoln
**Gamification and Learning Analytics: Building a bridge to 21st century assessment *Edward Mertens***, California State University, Fresno
**Alexa and Echo - Online Learning with Amazon's Active Digital Assistant *Rucha Modak***, University of Southern Maine; ***Shawn Vashaw***, Penn State
**OneNote for Course Design Management *Megan Conners Murtaugh***, Post University
**Using Swivl for Video Capture with Automated Movement Tracking *Amie Norden***, University of Minnesota
**Experiences with Solstice in Immersive and Active Learning Classrooms *Tiffany Roman***, Indiana University; ***Serdar Abaci***, Indiana University
**Assistive Technologies for Equal Access in General Education *Jooyoung Seo***, Penn State; ***Amii Eunsung Park***, Penn State University
**Using iBeacons and mobile technologies to support learning in outdoor community spaces *Susan Stansberry***, Oklahoma State University; ***Penny Thompson***, Oklahoma State University; ***Scott Haselwood***, Oklahoma State University; ***Alesha Baker***, Oklahoma State University
**VR Gear: The Virtual Reality Frontier (with Demo Model) *Shawn Vashaw***, Penn State
**Advancing Synchronous Interaction with UMU *Qing Zhang***, Pennsylvania State University
**Augmented reality as a way of linking metadata to images *Edward Francis Schneider***, University of South Florida
**Do you Diigo and Curriculet *Jennifer Lynn Weible***, Penn State University
**User-centric design *Karen Wondergem***, West Coast University
**Technology Training Course Using Articulate Storyline 2 *Briju Thankachan***, Ohio University

**Presidential: Blurred Lines: Preparing K-12 Instructional Technologists and School Librarians for Educational Entrepreneurship**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2nd: Regency AB*
Discussant:
***Lucy Santos Green***, *Georgia Southern University*
Facilitator:
***Charles White***, *NESLA*
Presenters:
***Melissa Johnston***, *The University of Alabama*
***Dennis Beck***, *University of Arkansas*
***Kaye B Dotson***, *East Carolina University*
***T J Kopcha***, *University of Georgia*
***Brenda Boyer***,

In the current atmosphere of data-driven decisions and accountability, it is essential for educators of school librarians and K-12 instructional technologists to prepare professionals who are educational entrepreneurs: leaders that can clearly articulate their impact on student learning. This panel comprised of authors from the SMT TechTrends July issue will discuss the development of professionals from preservice practicums, and the building of knowledge, skills and dispositions, to re-invention of school library spaces and educational practices.

**Presidential: In Search of Uncommon Wisdom**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2nd: Regency AB*

Facilitator:
***Jonathan M Spector***, *Department of Learning Technologies*
Virtually every assumption we have about the use of technology in education — our common wisdom — is based on how we have done things in the past. What we see coming shares little in common with the technologies, networks, software, or systems of today. Our common wisdom won't be enough. We need uncommon wisdom.

## THURSDAY, NOVEMBER 5TH

**Presidential: Using Games in the Classroom: Reports from Three Perspectives**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2nd: Regency AB*
Facilitator:
***Mary Herring***, *University of Northern Iowa*
Presenters:
***Alison Carr-Chellman***, *The Pennsylvania State University*
***Jason A Engerman***, *Penn State University*
This session will share results of a multi-phase study that looks at what boys learn when they game, and will illustrate from boys who game, examples of gaming and learning that is taking place within those illustrated games. Implications for classroom practice will be drawn from the boys' experiences and reports.

**Presidential: Technologies Enabling Instructional Designers to Build Their Own Dynamically Adaptive Tutoring Systems**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2nd: Regency AB*

Facilitator:
***Sharon Smaldino***, *Northern Illinois University*
Presenter:
***Joseph M. Scandura***, *TutorITweb.com, University of Pennsylvania*
My talk will begin with a short summary of two dominant approaches to adaptive learning systems: Intelligent Tutoring Systems (ITS), which have been around since the late 1970s and relatively new learning systems based on Learning Analytics, the latter deriving largely from technical advances in BIG DATA pioneered by Google. I will then describe a third approach deriving from our long history of basic research in structural learning. TutorIT is a dynamically adaptive tutoring (not just adaptive learning) system that interacts with students based on what they do and do not know at each point in time. It is designed to ensure mastery of the operations and decision making skills (cognitive or otherwise) required for success in any given domain. In short TutorIT is designed to interact with students as might a good human tutor. AuthorIT is an authoring platform that makes it possible to create TutorIT tutoring systems.

**Presidential: Informing our Field: How we Examine, Document and Disseminate Information about Trends and Issues in Instructional Design and Technology**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2nd: Regency AB*

Discussant:
***Robert Reiser***, *Florida State University*
Facilitator:
***Edward Caffarella***, *SUNY College at Cortland*
Presenters:
***Abbie Brown***, *East Carolina University*
***Tim Green***, *California State University, Fullerton*
***Larry Johnson***, *New Media Consortium & The Horizon Report, CEO*
***Robert Reiser***, *Florida State University*
***Weinan Zhao***, *Florida State University*
***Fabrizio Fornara***, *Florida State University*
Over the years, there have been a variety of opinions as to the proper name and definition of the field often referred to as "instructional design and technology" (Reiser, 2012). And as the field has continued to expand, another difficulty has arisen: how best to document and report the trends and issues important to the field. Our field incorporates information from a wide variety of sources, from technology innovations to the latest breakthroughs in neuroscience research. Organizing and disseminating this information in a meaningful way is a constant challenge. The panelists represent authors and scholars who regularly synthesize data sources to produce reports on the trends and issues that affect, define, and refine instructional design and technology practice. These reports range from the production of textbooks that identify and elaborate on the field's trends and issues, to annual reports published in scholarly volumes, to bi-weekly podcasts reflecting recent developments. Questions for panelists' consideration include: * What resources do you regularly use? * How do you select resources? * How do you organize the information gathered? *How does your dissemination venue (e.g., annual chapter in larger text) and audience affect your reporting?

## FRIDAY, NOVEMBER 6TH

**Presidential: Multimedia in MOOCs: Best Practices for Cultural Inclusion**
*8:00 am to 9:00 am*
*Hyatt Regency - 2nd: Regency AB*

Chair:
***Yadi Ziaee***, *Athens State University, Athens, AL.*
Facilitator:
***Barbara Lockee***, *Virginia Tech*
Presenters:
***Thomas C. Reeves***, *The University of Georgia*
***Mimi Miyoung Lee***, *University of Houston*
***Yadi Ziaee***, *Athens State University, Athens, AL.*
***Curtis J. Bonk***, *Indiana University*

The integration of multimedia into Massive Open Online Courses (MOOCs) varies widely in terms of purpose, quantity, quality, and other factors. One often-overlooked factor is cultural sensitivity, especially when MOOCs are intended for global enrollment. In this session, best practices for designing multimedia in MOOCs in ways that are culturally inclusive will be presented.

**Presidential: AECT Major Online Reference Work – Learning, Design, and Technology: An International Compendium of Theory, Research, Practice and Policy**
*9:15 am to 10:15 am*
*Hyatt Regency - 2nd: Regency AB*

Facilitator:
***Robert Maribe Branch***, *University of Georgia*
Presenters:
***Jonathan M Spector***, *Department of Learning Technologies*
***Barbara Lockee***, *Virginia Tech*
***Marcus Childress***, *Baker University*
***Katherine Cennamo***, *Virginia Tech*
***Melissa James***, *Springer Publishing*

The AECT/Springer Major Reference Work (MRW) will include substantive, peer-reviewed articles that examine learning theory, research, design and development, practice and policy. The MRW will feature focused studies and reports with rich descriptions and illustrations of cases, studies or conceptual frameworks. Works that synthesize findings across several studies, and in-depth reports of evaluations and policy analyses are especially sought. The editorial team includes 16 section editors who will present their interests; two authors will also present their contributions.

**Presidential: Walking in Their Footsteps (or High Heels): AECT Women Discuss the Influence of the Women who Paved the Way**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2nd: Regency AB*

Facilitator:
***Marcy P. Driscoll***, *Florida State University*
Presenters:
***Ana Donaldson***, *University of Northern Iowa - Retired*
***Sharon Smaldino***, *Northern Illinois University*
***Mary Herring***, *University of Northern Iowa*
***Lara M. Luetkehans***, *Indiana University of PA*
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***Tonia A. Dousay***, *University of Wyoming*
***Linda L. Mellish***, *East Carolina University*

Leaders in the field are often influenced by the mentors and individuals who faced the challenges of the past. In a professional world that has a tradition of the "good old boy" network, women have long fought for recognition in the field. A group of women discuss the women in their own lives who have made the difference for them within AECT and in the profession. We urge other AECT members to also come and share their own stories.

**Presidential: Educational Technology and Instructional Design in East Asia: New Academic Programs and New Career Opportunities**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2nd: Regency AB*

Discussant:
***Robert Reiser***, *Florida State University*
Facilitator:
***Ana Donaldson***, *University of Northern Iowa - Retired*
Presenters:
***Meifeng Liu***, *Beijing Normal University*
***Inwoo Park***, *Korea University*
***Katsuaki Suzuki***, *JSET Vice President, Kumamoto University*

In East Asia, many of the programs in the field of educational technology have placed a strong emphasis on teacher training and media production skills. However, in recent years in East Asia, a variety of career opportunities in the business world have become available for graduates of educational technology programs who possess strong skills in the areas of instructional design and performance improvement. In light of these opportunities, a number of graduate programs have been developed or redesigned so as to provide graduates with the skills they will need in order to succeed as instructional design professionals in the business world. During this presentation the academic leaders of three such programs, in China, Japan, and South Korea, will describe their programs in terms of the courses that are taught, the innovative instructional methods that are employed, the skills students are expected to acquire, and the types of jobs graduates are obtaining, particularly in the business community. Those who attend the session will gain fresh insights into the expanding field of educational technology and instructional design in East Asia.

# EMERGING TECHNOLOGIES SHOWCASE

**Wednesday, November 4th from 1:00 pm to 2:00 pm**
**Hyatt Regency - 3rd Level, Cosmopolitan B**

Chair: ***Tutaleni I. Asino***, *Penn State University* Facilitator: ***Kyle L. Peck***, *Pennsylvania State University*

The concept of "emerging" is an elusive one, especially because the very nature of the word implies newness or a process of coming into being with a goal of often becoming popular. There are many different emerging technologies that can play a role in accelerating learning and facilitate racing into the future. AECT has a duty and a responsibility to be on the cutting edge of new technologies if it is to live up to its mission statement. Put differently, to "promote the effective design and use of technologies in the teaching/learning process, worldwide", AECT as an organization and members as individuals must not only be aware of the latest technologies but also share with each other different ways they are using these emerging technologies. This session will showcase the emerging technologies being used by innovative AECT members.

**Use of mobile app: "Whatsapp" in an online teacher professional development *Tasneem Anwar***, University of Minnesota

**Slack and Colloboration *Rebecca Yvonne Bayeck***, Penn State University

**An Open Analytics System and Real-Time Student Dashboards *Robert Bodily***, Brigham Young University

**3Doodling for creativity and prototyping *Tonia A. Dousay***, University of Wyoming; ***Trina Kilty***, University of Wyoming

**Digital Badges *Chris Gamrat***, Penn State University

**HOWARD (Helping Others With Argumentation and Reasoning Dashboard) *Peter Hogaboam***, Indiana University; ***Cindy Hmelo-Silver***, Indiana University Bloomington; ***Susan Lajoie***, McGill University; ***Ricki Goldman***, New York University; ***Stephen Bodnar***, Radboud University; ***Maedeh Kazemi***, McGill University; ***Yuxin Chen***, Indiana University

**Creating Your Own Augmented Reality in Foreign Language Instructions *Yukii Hoshino***, Emporia State University; ***Amy Murphy***, Emporia State University

**Using iBeacons and mobile technologies to support learning in outdoor community spaces *Susan Land*; *Heather Toomey Zimmerman***, Penn State University; ***Jessica Briskin***, Penn State University; ***Chris Millet***, Penn State

**Using iPads with Multimedia Accessories for Project-Based Learning *Jamie Loizzo***, University of Nebraska-Lincoln

**Gamification and Learning Analytics: Building a bridge to 21st century assessment *Edward Mertens***, California State University, Fresno

**Alexa and Echo - Online Learning with Amazon's Active Digital Assistant *Rucha Modak***, University of Southern Maine; ***Shawn Vashaw***, Penn State

**OneNote for Course Design Management *Megan Conners Murtaugh***, Post University

**Using Swivl for Video Capture with Automated Movement Tracking *Amie Norden***, University of Minnesota

**Experiences with Solstice in Immersive and Active Learning Classrooms *Tiffany Roman***, Indiana University; ***Serdar Abaci***, Indiana University

**Assistive Technologies for Equal Access in General Education *Jooyoung Seo***, Penn State; ***Amii Eunsung Park***, Penn State University

**Using iBeacons and mobile technologies to support learning in outdoor community spaces *Susan Stansberry***, Oklahoma State University; ***Penny Thompson***, Oklahoma State University; ***Scott Haselwood***, Oklahoma State University; ***Alesha Baker***, Oklahoma State University

**VR Gear: The Virtual Reality Frontier (with Demo Model) *Shawn Vashaw***, Penn State

**Advancing Synchronous Interaction with UMU *Qing Zhang***, Pennsylvania State University

**Augmented reality as a way of linking metadata to images *Edward Francis Schneider***, University of South Florida

**Do you Diigo and Curriculet? *Jennifer Lynn Weible***, Penn State University

**User-centric design *Karen Wondergem***, West Coast University

**Technology Training Course Using Articulate Storyline 2 *Briju Thankachan***, Ohio University

## 2015 AECT International Convention Program Planning Committee

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Linda L. Mellish, Convention Planner, East Carolina University

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Deri Draper, Old Dominion University

**Distance Learning**
Anthony Pina, Sullivan University

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Pamela Ponners, University of North Texas

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E-Ling Hsiao, Valdosta State University

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Jesse Strycker, East Carolina University

**Organizational Training and Performance**
Nancy Hastings, University of West Florida

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**Korean Society for Educational Technology**
Nari Kim, University of Wisconsin, Oshkosh

**International Visual Literacy Association**
Leslie Blatt, Retired

**Society of International Chinese in Educational Technology**
Andy-Guoqiang Cui, Yantai University

**Leadership Planning Committee**
Cindy York, Northern Illinois University
Linda L. Mellish, East Carolina University

**Featured Research**
E-Ling Hsiao, Valdosta State University

**Graduate Student Assembly**
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**ectFoundation**
Stephanie Moore, University of Virginia

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Dalinda Bond, Conference Scheduler and AECT Technology Center Manager

Terry Cortese, Design & Graphics Coordinator

### *Acknowledgements*

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(Yu-Ju) Sharon Lin (University of Georgia), Facilitators Coordinator

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Yvonne Earnshaw (Texas Tech University), Job Placement Center Coordinator

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## NSF/AECT EARLY CAREER SYMPOSIUM

The 2015 Early Career Symposium is sponsored by the National Science Foundation: Cyberlearning and Future Learning Technologies and organized by the AECT Research and Theory division. It supports early-career faculty and doctoral students in developing viable short- and long-term research agendas. The symposium will engage participants in a day and a half of focused career mentoring and professional networking.

## MENTORS

**Susan Land** is an Associate Professor in the Learning, Design, and Technology Program at Penn State University, University Park. Her research emphasizes frameworks for the design of open-ended, technology-enhanced learning environments (see http://sites.psu.edu/susanland). She has studied learning with technology in classroom contexts using methods such as project-based learning, computer game design, ill-structured problem solving, and mobile learning. Land's current research investigates the design of learning environments afforded by new media in everyday, informal, or classroom contexts and often utilizes technologies such as social media or mobile devices. Her research with the Augmented and Mobile Learning Research Group (http://sites.psu.edu/augmentedlearning/) focuses on context-sensitive, place-based learning in outdoor informal environments using mobile technologies and augmented reality.

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

**J. Michael Spector** is Professor and Former Chair of Learning Technologies at the University of North Texas. He was previously Professor of Educational Psychology and Instructional Technology at the University of Georgia. Prior to that, he was Associate Director of the Learning Systems Institute and Professor of Instructional Systems at Florida State University. He served as Chair of Instructional Design, Development and Evaluation at Syracuse University and was Director of the Educational Information Science and Technology Research Program at the University of Bergen. He earned a Ph.D. in Philosophy from The University of Texas at Austin. His research focuses on intelligent support for instructional design, assessing learning in complex domains, and technology integration in education. Dr. Spector served on the International Board of Standards for Training, Performance and Instruction (ibstpi) as Executive Vice President; he is a Past President of the Association for Educational and Communications Technology as well as a Past Chair of the Technology, Instruction, Cognition and Learning Special Interest Group of AERA; he is also an

active member of AERA's Instructional Technology and Learning and Technology SIGs. He is editor of Educational Technology Research & Development and serves on numerous other editorial boards. He edited the third and fourth editions of the Handbook of Research on Educational Communications and Technology, as well as the Encyclopedia of Educational Technology, and has more than 150 publications to his credit.

**Susan Yoon** is an Associate Professor at University of Pennsylvania. Dr. Yoon's research aims to develop and implement educational theories, methodologies, and tools that identify and reveal patterns of information that may not be accessible or understood through traditional means. Dr. Yoon received the 2009 Jan Hawkins Award for Early Career Contributions to Humanistic Research and Scholarship in Learning Technologies from Division C of the American Educational Research Association. She currently sits on the Editorial Board of the Journal of the Learning Sciences, the Board of Directors for the International Society for the Learning Sciences (ISLS), and the ISLS Education Committee. She also chairs the ISLS Membership Committee and has been an integral contributor to the development of the new ISLS initiative, Network of Academic Programs in the Learning Sciences (NAPLES).

**Jianwei Zhang** is an Associate Professor in the Department of Educational Theory and Practice at the University at Albany, State University of New York. His research explores technology-enabled learning designs to engage students in sustained, creative knowledge work across content areas and school years in order to prepare them for 21st century careers. He has conducted research in both North America and China, funded by agencies such as NSF and the Ministry of Education of China. His work demonstrates new possibilities of transforming classrooms into creative communities that engage in dynamic collaboration for sustained idea advancement, supported by new roles of teachers. A set of new research and assessment tools has been developed to examine collaborative knowledge building online. Dr. Zhang has published widely in both English and Chinese (e.g. Journal of the Learning Sciences, ETR&D) and received a number of awards, including two outstanding article awards from ETR&D. He serves as an Associate Editor of the Journal of the Learning Sciences and a board member for several other leading journals. Dr. Zhang earned his doctorate (educational psychology) from Beijing Normal University. Prior to coming to Albany, he had been a postdoctoral fellow at OISE/University of Toronto and a faculty member at Tsinghua University in Beijing.

## PANELISTS

**Ana-Paula 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.

**Paul Kim** is the Chief Technology Officer and Assistant Dean of the Graduate School of Education at Stanford University. An education technology entrepreneur, Dr. Kim leads initiatives involving the design of learning technologies, educational research, and community development. In a trans-disciplinary project aiming to promote innovation and competition by constructing a Programmable and Open Mobile Internet (POMI 2020), Dr. Kim designs and implements mobile technologies and social learning environments. In 2009, Dr. Kim founded Seeds of Empowerment, a 501(C3) non-profit global education incubator for social innovations leveraging mobile technologies. Under his direction and leadership, Stanford undergraduate and graduate students carry out mobile-social educational research and development in real-world classrooms and virtual learning environments. Some of the student-initiated projects he has helped develop and sponsor include the multiple award-winning TeachAids, a global HIV/AIDS education NGO, Adina's Deck, an award-winning internet safety education program, SMILE (Stanford Mobile Inquiry-based Learning Environment), a mobile platform that has been implemented in over 20 countries, ROSE (Remotely Operated Science Experiment), and 1,001 Stories, a global micro creative economy project. These and other Seeds of Empowerment initiatives have been recognized in global competitions sponsored by organizations including the Sesame Workshop, WISE by the Qatar Foundation, the Marvell 100K Challenge, Vodafone, etc. Dr. Kim has dedicated himself to international development through education and information technology strategies and has advised the establishment of Oman's new public science and technology university, Saudi Arabia's national online education initiative, the national evaluation of Uruguay's One Laptop Per Child project, Rwanda's national ICT planning, and institutional advancement efforts for numerous universities. Dr. Kim served on the Board of Directors of WestEd and the Committee on Grand Challenges in International Development for the National Academies of Science. He is currently serving as an advisory committee member for the National Science Foundation's Education and Human Resources Directorate and board of director for Stratford Schools. Dr. Kim was born and raised in South Korea. He received his Ph.D. degree in Educational Psychology and Technology from the University of Southern California in 1999.

**Carolyn Penstein Rose** is an Associate Professor of Language Technologies and Human-Computer Interaction in the School of Computer Science at Carnegie Mellon University. Her research program, published in over 180 peer reviewed publications, is focused on better understanding the social and pragmatic nature of conversation, and using this understanding to build computational systems that can improve the efficacy of conversation between people, and between people and computers. In order to pursue these goals, she invokes approaches from computational discourse analysis and text mining, conversational agents, and computer supported collaborative learning. She serves as President of the International Society of the Learning Sciences. She also serves as Associate Editor of the International Journal of Computer Supported Collaborative Learning and the IEEE Transactions on Learning Technologies.

**George Veletsianos** holds a Canada Research Chair in Innovative Learning and Technology and he is an Associate Professor at Royal Roads University. He is also a former Fulbright scholar and early-career fellow of the Network of Excellence in Technology Enhanced Learning, a European Union Initiative. His research has been dedicated to understanding the practices and experiences of learners, educators, and scholars in emerging online settings such as online social networks and digital environments. Dr. Veletsianos has been designing, developing, and studying digital learning environments since 2004 and have edited two books on the topic: Emerging Technologies in Distance Education (Athabasca University Press, 2010) and Learner Experiences in MOOCs and Open Online Learning (Hybrid Pedagogy, 2013), which is an anthology of essays, each written by a student, each reflecting on their experiences with open learning. Both books are available for

free under an open access license. Individually and collaboratively, he has published more than 40 peer-reviewed manuscripts and book chapters and given more than 70 talks at conferences and events worldwide. His research has been funded by the Canada Research Chairs Program, the U.S. National Science Foundation, the European Union, National Geographic, and the Swedish Knowledge Foundation.

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**Fei Gao** is the Professional Development Facilitator of the Research and Theory division. She is an Assistant Professor in Learning Design in the Department of Visual Communication and Technology Education at Bowling Green State University. Dr. Gao's research is focused on understanding the nature of interaction and learning afforded by emerging technologies, and exploring how to make learning more efficient, effective and engaging by tapping into the capacities of these technologies. More specifically, her current research involves examining the types of interaction and learning enabled by online social technologies, designing technology-mediated environments that encourage meaningful social interaction, and exploring pedagogical methods that promote deep learning in such environments. Her work has been published in peer-reviewed journals, such as, the Internet and Higher Education and British Journal of Educational Technology.

**Wei Wang** is the Professional Development Facilitator of the Research and Theory division. She holds a M.S. in Education and she is currently pursuing a Ph.D. in Education with emphasis in Curriculum and Instructional Technology and Human-Computer Interaction. Her research interests include designing and developing training instructional materials and investigating teachers' technology integration skills through the Technological Pedagogical Content Knowledge framework. Wei is also working as a full-time program coordinator with Center for Excellence in Learning and Teaching (CELT) at Iowa State University. Her primary duty is to help faculty members develop instructional strategy for technology integration and provide consultation support for pedagogical resources.

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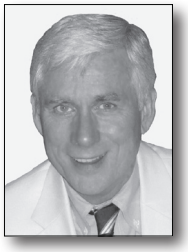

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## Design & Development Showcase

**Chair and Facilitator:** Jill Stefaniak, Old Dominion University

**Time:** Thursday, November 5, 2015, 2:00pm–4:30pm
**Location:** *3rd Level Cosmopolitan Foyer*

**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.

***A New Farm Country: Designing Transformative Family Learning***
Rob Nyland, Brigham Young University; Matt Langton, Brigham Young University;
Andrew Gibbons, Brigham Young University

***CollegeLiVE: Using Avatar Training to Promote Protective Behaviors on College Campuses***
Kathleen Ingraham, University of Central Florida; Charles Hughes, University of Central Florida

***Design of Online Learning Modules for a Non-Profit Organization: A Collaborative Service-Learning Initiative***
Yvonne Earnshaw, Consultant
Jason A. Engerman, The Pennsylvania State University
Wendy Gentry, Virginia Tech
Paige Hale, Morehead State University
Jennifer Maddrell, Designers for Learning
Monica Rysavy, The Pennsylvania State University
Ji Hyun Yu, Virginia Tech

***Effective and Affordable Simulations for the STEM Classroom: A Design Case Using Excelets***
Ginger Watson, Old Dominion University; Tayyaba Batool, Old Dominion University;
Mary Enderson, Old Dominion University

***Intentional Scaffolding in Case-based Instruction: A Digital Tutorial for Online Instructors***
Angela van Barneveld, Purdue University; Judith Lewandowski, Purdue University; Peg Ertmer, Purdue University

***Learning to Speak Italian from an Online, Story-based Tour of Italy***
Penny Ralston-Berg, Penn State World Campus
Juan Xia, Penn State World Campus

***Matching Tech to Task: A Mobile App that Facilitates Just-In-Time Decision Support for Instructional Designers***
Nada Dabbagh, George Mason University
Helen (Holly) Fake, George Mason University

***Nihao Chinese: A Mobile Assisted Language Learning Application***
Zhichun Liu, Florida State University
Yujia Huang, Florida State University

***Online Multimedia Case-Based Learning System for SGBM (Sex and Gender-Based Medicine)***
Jongpil Cheon, Texas Tech University; Steven M. Crooks, Texas Tech University
Marjorie Jenkins, Texas Tech University Health Sciences Center
Robert Casanova, Texas Tech University Health Sciences Center
Michael Song, Texas Tech University Health Sciences Center
Sungwon Chung, Texas Tech University

***Serious Games Analytics Using Unity3D and Information Trails***
I-Hung Li, Virtual Environment Lab (V-Lab), Southern Illinois University
C. Sebastian Loh, Virtual Environment Lab (V-Lab), Southern Illinois University

***Showcasing How Virtual Patient Simulations May Accelerate Learning in Medical Schools***
Ramsamooj Javier Reyes, University of Central Florida
Atsusi Hirumi, University of Central Florida

## ETR&D AWARDS

**ETR&D Distinguished Development Award**

**Andrew Gibbons**, Brigham Young University
*For your significant and sustained contributions in the area of instructional design conceptual frameworks*

**ETR&D - Young Scholars Award**

**Charles R. Graham**, Brigham Young University
*For Your Submission "Learner Engagement in Blended Learning Environments: A Conceptual Framework"*

**ETR&D - Young Scholars Award**

**Lisa Halverson**, Brigham Young University
*"Learner Engagement in Blended Learning Environments: A Conceptual Framework"*

## AECT PRESIDENTIAL AWARD RECIPIENTS

**Presidential Award**

**Tonia Dousay**, University of Wyoming
*For your outstanding service to AECT 2014-2015*

**Presidential Award**

**Robert Doyle**, Harvard University
*For your outstanding service to AECT 2014-2015*

**Presidential Award**

**Linda Mellish**, East Carolina University
*For your dedicated service to AECT leadership 2014-2015*

**Presidential Award**

**Cindy York**, Northern Illinois University
*For your dedicated service to AECT leadership 2014-2015*

## ANNUAL ACHIEVEMENT AWARD

**Barbara Lockee,** Virginia Tech University
*For her work with the Legacies and Legends*

## AECT CROSS-CULTURAL RESEARCH AWARD (SPONSORED BY KSET)

"Acculturation into a Collaborative Online Learning Environment" by **Iryna Ashby**, **Victoria Walker**, and **Daeyeoul Lee**, Purdue University

## DISTINGUISHED SERVICE AWARD

**Andrew Gibbons**, Brigham Young University
*In Appreciation for His Exemplary Service to AECT*

## SPECIAL SERVICE AWARD

**Chuck Hodges**, Georgia Southern University
**Dan Surry**, University of South Alabama
*In Appreciation for their Editorship of TechTrends*

## J. MICHAEL SPECTOR AWARD

**Sharon Smaldino**, University of Northern Illinois

## DAVID H. JONASSEN AWARD

**Michael J. Hannafin**, University of Georgia

## CULTURE, LEARNING, AND TECHNOLOGY DIVISION AWARDS

**McJulien Scholar Best Paper Award**
"Acculturation into a Collaborative Online Learning Environment"
**Iryna Ashby**, **Victoria Walker**, and **Daeyeoul Lee**, Purdue University

**McJulien Graduate Student Award**
**Robert Moore**, University of North Carolina

## 2015 DESIGN AND DEVELOPMENT DIVISION AWARD RECIPIENTS

**Outstanding Journal Article Awards**

**Min Kyu Kim**, University of Southern California
**So Mi Kim**, The University of Georgia
**Otto Khera**, University of Southern California
**Joan Getman**, University of Southern California
Kim, M., Kim, S., Khera, O., & Getman, J. (2014). The experience of three flipped classrooms in an urban university: An exploration of design principles. *The Internet and Higher Education*, 22, 37-50. http://dx.doi.org/10.1016/j.iheduc.2014.04.003

**Outstanding Book Award**

**Richard E. Mayer**, University of California Santa Barbara
Mayer, R. E., (2014). *Computer Games for Learning: An Evidence-Based Approach* Cambridge, MA: The MIT Press.

**Outstanding Practice Award**

"Selene II: A Lunare Construction Game"
**Debbie Denise Reese** and **CyGaMEs Team**, Wheeling Jesuit University

**Robert M. Gagné Award for Graduate Student Research in Instructional Design**

**Manon Maitland Schladen**, Nova Southeastern University
Dissertation Title: *Formative Research on an Instructional Design Theory for Virtual Patients in Clinical Education: A Pressure Ulcer Prevention Clinical Reasoning Case*. (Dissertation Chair: Martha M. Snyder).

**Nova Southeastern University Award for Outstanding Practice by a Graduate Student in Instructional Design**

**Award Winners**

**JoAnne Dalton Scott**, University of Tampa
Project Title: Principles of Learner Motivation

**Hengtao Tang,** The Pennsylvania State University
Project Title: MOOC – Technology Applications in Education

**Jerrold Kemp Lecture Series Award**

**Ikeson Choi**, University of Georgia
**Hui Rong**, University of Georgia
**Andrew Tawfik**, University of Georgia
For: *Failure-Based Learning Principals for Learning Systems Design: A Review of Theories and Implications for Design*

## DIVISION OF DISTANCE LEARNING AWARD RECIPIENTS

**Award Winners 2015**

**Crystal Award, 1st Place**
*EIST 6150 Design, Development and Evaluation of Online Learning*; **Florence Martin**, University of North Carolina Charlotte

**Crystal Award, 2nd Place**
*The Tech Select Decision Aide: A Just-in-Time Decision Support Tool*; **Nada Dabbagh** & **Helen Fake**, George Mason University

**Crystal Award, 3rd Place**
*CJAD 710 Criminal Justice Administration Adult and Juvenile Systems of Justice*; **Lewis Chongwony** & **Karen Miner-Romanoff**, Franklin University

**Best Practice, 1st Place**
*Fostering Student Autonomy and Engagement in an Online Course*; Tonia Dousay, University of Wyoming

**Best Practice, 2nd Place**
*Peer Facilitation of Online Discussions*; **Ana-Paula Correia**, Iowa State University

**Best Practice, 3rd Place**
*Designing Effective Question Prompts to Enhance Cognitive Presence in Case-Based Online Discussions*; **Ayesha Sadaf** & **Larisa Olesova**, Ball State University & George Mason University

**Burmeister Award, 2nd Place**
*Online Course Evaluation through the Learning Experience Analysis Approach;***Jennifer Hart**, University of South Florida; **Sanghoon Park**, University of Florida

**Quantitative Journal Article, 1st Place**
*Understanding transactional distance in web-based learning environments: An empirical study*; **Huang, X.; Chandra, A.; DePaolo, C.A.;** and **Simmons, L.L.**, University(ies)

**Quantitative Journal Article, 2nd Place**
*Understanding the Self-Directed Online Learning Preferences, Goals, Achievements, and of MIT OpenCourseWare Subscribers. Educational Technology and Society*; **Bonk, C.J.; Lee, M.M.; Kou, X.; Xu, S**.; & **Sheu, F.-R**, University(ies)

**Quantitative Journal Article, 3rd Place**
*Problems measuring social presence in a Community of Inquiry*; **Lowenthal, P. R.;** & **Dunlap, J. C.**, University(ies)

**Qualitative Journal Article, 1st Place**
*A thematic analysis of the most highly cited scholarship in the first decade of blended learning research.*; **Halverson, L. R., Graham, C. R., Spring, K. J., Drysdale, J. S.,** & **Henrie, C. R.**, University(ies)

**Qualitative Journal Article, 2nd Place**
*The impact of text versus video communication on instructor feedback in blended courses.*; **Borup, J., West, R. E.,** & **Thomas, R.**, University(ies)

**Qualitative Journal Article, 3rd Place**
*Interpersonal interaction in online learning: Experienced Online Instructor's.*; **York, C. & Richardson, J. C.**, University(ies)

**Application-based, 1st Place**
*Facilitating online discussions at a manic pace: A new strategy for an old problem.*; **Curry, J. H.,** & **Cook, J.,** Morehead State University

**Application-based, 2nd Place**
*Exploring the impact of role-playing on peer feedback in an online case-based learning activity.*; **Ching, Y.H.**, Boise State University

**For Extraordinary Service and Commitment to the Division of Distance Learning Serving as President 2014-15***;* **Linda L. Mellish**, Past President

**For Extraordinary Service and Commitment to the Division of Distance Learning Serving as Treasurer 2014-15***;* **Yu-Chang Hsu**, Treasurer

## RESEARCH & THEORY DIVISION AWARD RECIPIENTS

**Outstanding Research & Theory Divsion Sponsored Accepted Proposal Award**
*The Elusive Construct of Emotion: An Interdisciplinary Critical Literature Review;* **Sally Alexandra Eliot** & **Atsusi Hirumi**, University of Central Florida

**Dean & Sybil McClusky Research Award**
For Outstanding Doctoral Dissertation Research Proposal in Educational Technology
"Exploring teachers' practices to develop students' self-regulated learning in U.S. K-12 online schools"; **Yeol Huh**, Indiana University
(Advisor: Charles Reigeluth)

**Outstanding Book Award**
*Instructional Design for Teachers: Improving Classroom Practice (2nd ed.)*, Published by Routledge; **Ali Carr-Chellman**, Pennsylvania State University

**Outstanding Journal Article Award**
"Rigor, Impact and Prestige: A Proposed Framework for Evaluating Scholarly Publications" Published in *Innovative Higher Education;* **Peter J. Rich** & **Richard E. West**, Brigham Young University

**Exceptional Service Award**
**George Veletsianos**, Royal Roads University
For his Exceptional Service to the Research and Theory Division

**Exceptional Service Award**
**Lina Metlevskiene**, Kansas State University
For serving on the board of the Research and Theory Division for the past four years

**Young Researcher Award**
**Hangtao Tang**, Pennsylvania State University
For his co-authored paper entitled: "Chinese learners' perceptions of Massive Open Online Courses (MOOCs): A potentially disruptive innovation to the Chinese educational system."

***Divisional Awards** continued on page 38*

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

Baker University
Host: Marcus Childress

Boise State University
Host: Ross Perkins

East Carolina University
Host: Abbie Brown

Ewha Womans University
Host: Myunghee Ju Kang

Florida State University
Host: Allan Jeong

Georgia State University
Host: Matt Gillett

Indiana University
Host: Thomas Brush

Morehead State University
Host: Chris Miller

Nova Southeastern University
Host: Michael Simonson

Old Dominion University
Host: Ginger Watson

Ohio University
Host: David Richard Moore

Purdue University
Host: Victoria Walker

## University Reception Participants

Seoul National University
Host: Cheolil Lim

University of Georgia
Host: Greg Clinton

University of Hawai‘i/Mānoa
Host: Curtis Ho

University of Wyoming
Host: Tonia Dousay &
Kay Persichitte

Virginia Tech University
Host: Barbara Lockee

Walden University
Host: Keith Michel

## Breakfast with Champions

**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 speaker has agreed to participate in this event. Come join us for this exciting event in Cosmopolitan A (3rd Level), from 7:30am to 9:00am Tickets are still available for purchase. The following leaders in our field are waiting to enjoy breakfast with you:

Gráinne Conole (Keynote)
Cengiz Hakan Aydin
MJ Bishop
Curt Bonk
Robert M. Branch
Edward Caffarella
Ali Carr-Chellman
Ward Cates
Marcus Childress
Jaesam Chung (KSET)
Camille Dickson-Deane
Robert Doyle
Marcy Driscoll
Peg Ertmer
Andy Gibbons
Michael Grant
Steve Harmon
Mary Herring
Charles Hodges
Brad Hokanson
Dirk Ifenthaler
Ayetkin Isman (TASET)
Larry Johnson
Tristan Johnson
James Klein
Eugene Kowch
Barbara Lockee
Peggy Lumpkin
Trey Martindale
M. David Merrill
Wes Miller
Les Moller
Kay Persichitte
Pat Ragan
Charlie Reigeluth
Tom Reeves
Robert Reiser
Sharon Smaldino
J. Michael Spector
Patricia Young
David Wiley

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

## SYSTEMS THINKING & CHANGE DIVISION AWARDS

***The Charles M. Reigeluth Emerging Researcher Award***
**Minkyoung Kim,** Indiana University

***Distinguished Service Award***
**Anthony Chow**, University of North Carolina at Greensboro

***Outstanding Article Award***
**Jin Mao**, Wilkes University
Mao, J. (2014). "Social media for learning: A mixed methods study on high school students' technology affordances and perspectives." *Computers in Human Behavior*, 33, 213-223. http://dx.doi.org/10.1016/j.chb.2014.01.002

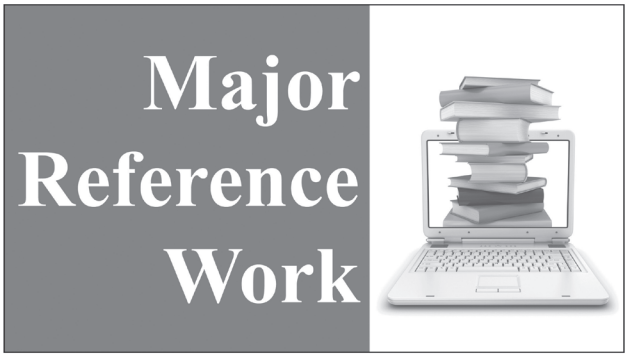
***Outstanding Book Award***
**Larry Cuban**, Stanford University
*Inside the Black Box of Classroom Practice: Change without Reform in American Education*

## TEACHER EDUCATION DIVISION AWARD RECIPIENTS

***Teacher Education Division Award – Best Proposal***
*Theories that Work: Pre-service and Practicing Teacher Evaluations of Technology Integration Models*
**Cassidy Hall**, University of Idaho Doceo Center for Innovation + Learning
**Royce Kimmons**, Brigham Young University

***Outstanding and Dedicated Service to the Division of Teacher Education***
**Theodore J. Kopcha**, The University of Georgia

***Scholarly Advancement of the Field of Educational Technology***
**Clif Mims**, The University of Memphis




### *What IS a Major Reference Work?*

A new online Major Reference Work (MRW), co-sponsored by AECT and Springer titled *Learning, Design, and Technology: An International Compendium of Theory, Research, Practice, and Policy*, has been launched covering topics concerning research and practice related to the design, development, implementation, and evaluation of learning environments, instructional systems, and performance technologies. This is an ongoing effort with an evolving collection of contributions that have been peer reviewed. Because the MRW is online, contributions longer than a typical journal article are encouraged (e.g., 7,000 to 17,000 words), and contributions may include interactive elements and may be subject to modification by the authors as new findings become available.

AECT ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS & TECHNOLOGY

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Springer

## DIVISION OF CULTURE, LEARNING, AND TECHNOLOGY (CLT)

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/

**Wednesday- CLT- Board Meeting**

Governance Session
Time: 9:15 am-10:15 am
Hyatt Regency 3rd – Outlook Boardroom
Wednesday, November 5

**Wednesday – CLT-MPD-GSA Panel Discussion: Cultural Issues and Game-Based Learning**

Jason Engerman (chair), Penn State University, Alison Carr-Chellman, The Pennsylvania University, Dr. Roberto Joseph, Hofstra University, Kurt D. Squire, University of Wisconsin, Madison, and Anthony Karl Betrus, SUNY Potsdam

This interactive panel brings together four experts with extensive experience studying and working with games in learning, with a specific focus on the role that culture plays in learning with and through games. This includes both the culture that the players bring to the game, as well as the culture that the games bring to the players.

Time: 2:15pm – 3:15pm
Location: Hyatt Regency 3rd – Studio 5

**Thursday – CLT-Petcha Kucha**
**Exploring the Culture of Women in Technology and STEM Fields**

Laurie O. Campbell, University of Central Florida, Glenda A. Gunter, University of Central Florida, and Christine Herlihy, University of Central Florida

Women in STEM related fields and specifically in technology have declined from the work force over the past 40 years. While programs abound both domestically and internationally to attract women into STEM occupations the percentage of females to males remains unbalanced. Join our Pecha Kucha to discuss and explore this issue from a national and international perspective. Our presentation will present the culture of women in technology.

Time: 11:00 pm – 11:45 pm
Hyatt Regency 3rd, Studio 4

**Thursday – The McJulien Scholar's Panel: Diverse Voices in Educational Technology**

Deepak Subramony, Grand Valley State University and Rafranz Davis, Arlington Texas, ISD

This Panel features scholars associated with AECT's CLT Division who will be highlighting and discussing their efforts to explore and address the key social and cultural issues pertaining to educational technology integration and its impact on diverse stakeholder populations during the early decades of the 21st century.

Time: 3:30 pm – 4:30 pm
Hyatt Regency, 3rd, Studio 5

**Friday – CLT- Panel Discussion: Shaping Your Career in the Instructional Sciences**

Peggy A. Lumpkin, Young Harris College, Camille Dickson-Deane, Montgomery County Community College, Amy C. Bradshaw, University of Oklahoma

Scholars in instructional design and technology field follow different career paths and trajectories. A panel of scholars and practitioners discuss strategies for maximizing personal satisfaction in your instructional science career. Topics include but are not restricted to

1. Assessing your skills and values
2. Identifying work that is meaningful to you
3. Recognizing when it is time for a change
4. Keeping current in the field and
5. Nurturing your networks.

Time: 8:00 am - 9:00 am
Hyatt Regency 3rd – Studio 5

**Friday – CLT-Testing Your Research Idea-Panel 1**

Camille Dickson-Deane, Montgomery Community College, Dr. Angela Benson, University of Alabama, Joi Moore, University of Missouri, and Dr. 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 have 10 minutes to present your idea/proposal and in return, you will receive 5 minutes of feedback from the panel.

Time: 9:15am – 10:15am
Location: Hyatt Regency 3rd – Studio 5

**Friday-CLT-Testing Your Research Idea-Panel 2**

Camille Dickson-Deane, Montgomery Community College, Dr. Angela Benson, University of Alabama, Joi Moore, University of Missouri, and Amy Bradshaw, University of Oklahoma

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 have 10 minutes to present your idea/proposal and in return, you will receive 5 minutes of feedback from the panel.

Time: 10:30 am – 11:30 am
Hyatt Regency 3rd, Studio 5

**Friday –CLT- Lunch and McJulien Lecture: Acculturation into a Collaborative Online Learning Environment**

McJulien Scholar Presenters: Iryna Ashby, Purdue University,Victoria Walker, Purdue University, and Daeyeoul Lee, Purdue University

McJulien Graduate Scholar: Robert Moore, University of North Carolina

Time: 11:45 am – 12:45 pm
Hyatt Regency 3rd – Studio 6

**Friday-CLT-Membership Meeting**

Governance Meeting

Time: 1:00pm – 2:00pm
Location: Hyatt Regency 3rd – Studio 6

**Friday-CLT-New Board of Directors Meeting**

Governance Meeting
Time: 2:15 pm – 3:15 pm
Hyatt Regency 3rd, Outlook Boardroom

Dr. Peggy Ann Lumpkin, Young Harris College
CLT President-Elect and 2015 Convention Planner

## DESIGN AND DEVELOPMENT DIVISION (D&D)

The Design & Development Division (D&D) is dedicated to providing members, researchers and practitioners, in the instructional design and development communities with resources and opportunities to advance the knowledge and practices of our field. This year the Division of Design and Development (D&D) accepted 116 proposals including exciting concurrent sessions, panel sessions, roundtables, posters, and Petcha Kuchas. 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:

**Wednesday, November 4**

***Morning***

Professors of Instructional Design and Technology are invited to participate in the Instructional Technology Professor's Forum. The discussion will focus on professional practice and malpractice.

8:00 – 11:00 a.m.
*3rd Level – Cosmopolitan C*

***Afternoon***

Join the excitement of the PacifiCorp Design and Development Award Competition as the finalists present their solutions to the judging panel.

Reception from 12:30- 1:30 p.m.
*Hyatt Regency 1, Level 1*

Competition from 2:00 – 4:00 p.m.
*Hyatt Regency 3rd Studio 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.
*Hyatt Regency, 3rd Cosmopolitan 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.
*Slippery Noodle Inn, which is the oldest pub in Indianapolis and Blues music.*

**Thursday, November 5**
***Morning***
Don't miss D&D's first Petcha Kucha Presentations

11:00 – 11:45 a.m.
*Hyatt Regency 3rd, Studio 5*

***Afternoon***
Join us for the D&D/R&T Awards Luncheon

11:45 – 12:45 p.m.
*Hyatt Regency, 3rd, Cosmopolitan A*

Get more involved by attending our D&D Membership Meeting immediately following the Luncheon

1:00 – 2:00 p.m. Hyatt Regency,
*3rd, Cosmopolitan A*

Check out the D&D Showcase to see instructional design in practice. Chat with designers and see the results of their work.

2:00 – 4:30 a.m.
*3rd Level, Cosmopolitan Foyer*

**Friday, November 6**
Winners of the Design and Development Awards will discuss their award-winning work

1:00 – 2:00 p.m.
*Hyatt Regency, 2nd, Regency AB*

**D&D PANEL SESSIONS:**
This year, D&D is sponsoring six panel sessions to foster interactive discussion among panelists and audience members on emergent issues of current interest to the field:

**Wednesday, November 4**
Teaching & Integrating Games and Gamification

1:00 – 2:00 p.m.,
*Hyatt Regency, 3rd, Cosmopolitan B*

Addressing the Elephant: Using Systems Thinking to address MOOCs and Social Media in Design and Development

2:15 – 3:15 p.m.,
*Hyatt Regency, 3rd, Cosmopolitan B*

Serious Game Analytics: Methodologies for Performance Measurement, Assessment, and Improvement

3:30 – 4:30 p.m.
*Hyatt Regency, 3rd, Cosmopolitan B*

**Friday, November 6**
Nurturing Civic-Minded Instructional Design and Technology Professionals: The Impact on IDT Research, Training and Practice

8:00 – 9:00 a.m.
*Hyatt Regency, 3rd, Cosmopolitan B*

Human Agency: Implications for Instructional Design and Technology

9:15 – 10:15 a.m.
*Hyatt Regency, 3rd, Cosmopolitan B*

Program Evaluation Challenges for a New Trans-Disciplinary Degree Program with and Exploratory Curriculum Plan

2:15 – 3:15 p.m.,
*Hyatt Regency, 3rd, Cosmopolitan B*

**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 * Emerging Technologies* Game-based Learning and Simulation

* Mobile Learning and iPads * Collaborative Learning Environments * Instructional Strategies using Web 2.0 Tools *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 * Flipped Classroom*Technology Integration

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!

Dr. Darryl Draper
Old Dominion University
D&D President-Elect
2015 Convention Planner

## DISTANCE LEARNING DIVISION (DDL)

This year's DDL convention slate promises to be our best ever! This year, DDL will feature 84 concurrent sessions, 24 roundtable sessions, three poster sessions and a pecha kucha session. We will also be sponsoring three expert panel sessions:

I*s Online Learning Democratic? Cultural Blocks in Online Learning.* Wednesday, Nov. 4 1:00 pm Hyatt Regency, Theory A

*Leading and Managing e-Learning in Higher Education: A Discussion and Exchange.* Friday, Nov. 6, 10:30 am, Hyatt Regency, Collaboration in a Multi-Institutional E-Service Cosmopolitan B

*Learning Project: Reflections and Future Directions.* Friday, Nov. 6, 2:15 pm, Hyatt Regency, Network

Come meet us at the Welcome Reception, Wednesday at 6:00 pm and please be sure to attend our General DDL Membership meeting on Friday at 1:00 pm, where we will discuss the present and future of distance learning and the DDL and where you can participate. At the Membership Meeting we will also honor our DDL Awardees for Distance Learning Best Practice, Journal Articles, Conference Presentation, and our Crystal Award. Also, our Division members (and especially new members and graduate students) are welcome to join us at the new DDL Board of Directors meeting, Friday at 9:15 am. Please check the schedule for meeting rooms.

No matter whether your interest is research, teaching, theory, design, support, management or technology in distance education, you will find an abundance of information, ideas and practical applications within our DDL sessions.

Anthony Piña
Sullivan University
Distance Learning Division Planner

## ORGANIZATIONAL TRAINING & PERFORMANCE (OT&P)

The Division of Organizational Training and Performance strives to bridge the gap between research and practice, facilitating communication, collaboration and sharing between academics, students and practitioners across multiple disciplines interested in applying current theory and research to training and performance improvement initiatives. Our conference schedule reflects this focus, including concurrent, panel, roundtable and poster presentations by academics, students and practitioners in a wide range of disciplines. In addition to encouraging all conference attendees to attend these sessions, we invite you to stop by our table at the Welcome Reception and join us

for dinner at Rock Bottom Brewery immediately following that event on Wednesday evening.

***Wednesday November 4***

*Advancing the Knowledge Base*,
Concurrent Session, 3:30-4:00

*Innovative E-learing*,
Panel Discussion, 3:30-4:30

Welcome Reception,
Division Dinner at Rock Bottom Brewery, 8pm-?

***Thursday November 5***

Poster Sessions, 9:15-10:15 and 10:30-11:30

Roundtable Sessions, 9:15-10:15 and 10:30-11:30

*Innovations in Doctoral Education*,
Pecha Kucha Session, 11:00-11:45

*Technology Application in Training and Performance*,
Concurrent Sessions, 1:00-2:00

*Ed Tech in Training and Performance*,
Concurrent Sessions, 2:15-3:15

***Friday November 6***

Division Membership Meeting,
All are Welcome!, 10:30-11:30

Division Rebranding,
Panel Discussion, 1:00-2:00

I*mproving Human Performance and Training Outcomes*,
Concurrent Sessions, 2:15-3:15

*Instructional Design and Communities of Practice*,
Concurrent Sessions, 3:30-4:30

Nancy Hastings
President Elect
2015 Convention Planner

## INTERNATIONAL DIVISION (INTL)

The International Division (INTL) 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.

This year, INTL presentations include 8 concurrent, 3 panel, 8 roundtable, and 8 poster sessions. Also, there will be on-going activities (i.e., Dr, Is In, Stories from Home, Who's Who in the International Division) in the Jenny Johnson Hospitality area on the 3rd floor across from the Pit Stop. Please consider attending International Division's sessions and business meetings. We look forward to meeting you in person in this wonderful event!

**Wednesday, November 4, 2015**

***Morning***

INTL -Board of Directors Meeting
9:15 to 10:15am
*Hyatt Regency, 3rd, Cosmopolitan A*

***Afternoon***

INTL - Research and Practice in Africa: Design Thinking and Mobile Learning Projects--Concurrent
3:30 to 4:30pm,
*Hyatt Regency, 3rd, Studio 4*

**Thursday, November 5, 2015**

***Morning***

INTL - Poster Session 1
Thu, Nov 5, 9:15 to 10:15am
*Indy Convention Center, Indy Convention Ctr*

INTL - Roundtable 1
Thu, Nov 5, 9:15 to 10:15am,
*Indy Convention Center, Indy Convention Ctr*

INTL - Poster Session 2
Thu, Nov 5, 10:30 to 11:30am,
*Indy Convention Center, Indy Convention Ctr*

INTL - Roundtable 2
Thu, Nov 5, 10:30 to 11:30am,
*Indy Convention Center, Indy Convention Ctr*

***Afternoon***

INTL - Socratic Seminar: An international forum on Socratic teaching--Panel
Thu, Nov 5, 1:00 to 3:15pm
*Hyatt Regency, 3rd, Studio 5*

INTL -Membership Meeting
Thu, Nov 5, 3:30 to 4:30pm
*Hyatt Regency, 3rd, Studio 4*

***Evening***
INTL -International Division Dinner and Awards
7:00 to 8:00pm
*Hyatt Regency, 3rd, Cosmopolitan A*

(Dinner tickets are sold at the registration desk through Thursday noon if still available)

INTL -International Division Live Auction
8:00 to 9:00pm
*Hyatt Regency, 3rd, Cosmopolitan A*

(Even if you do not attend the dinner, you are more than welcome to join us for the auction!)

**Friday, November 6, 2015**
***Morning***
INTL - MOOC Community, Preferences, and Problems--concurrent
8:00 to 9:00am
*Hyatt Regency, 3rd, Studio 4*--Concurrent

INTL - Educational Technology in Asia-Pacific and South America
9:15 to 10:15am
*Hyatt Regency, 3rd, Studio 4*--Concurrent

***Afternoon***
INTL - Turkish Teachers' Practice and Attitude: Open Educational Resources and Mobile Devices--Concurrent
1:00 to 2:00pm
*Hyatt Regency, 3rd, Studio 4*

INTL - Instructional Technology Faculty Job Search: What Every International Student Needs to Know--Panel
2:15 to 3:15pm
*Hyatt Regency, 3rd, Studio 5*

INTL - International Forum: Global Learning Network--Panel
3:30 to 4:30pm
*Hyatt Regency, 3rd, Studio 5*

Yu-Chang Hsu
Boise State University
INTL President-Elect and
2015 Convention Planner

## MULTIMEDIA PRODUCTION DIVISION (MPD)

The Multimedia Production Division provides a way to network individuals engaged in multimedia production in both national and international settings. The goal of our division is to disseminate information about the latest tools in multimedia production, increase awareness of developmental tools for multimedia production, and provide a collaborative environment for multimedia producers to establish a connection with technology and communication specialists that are not currently served. MPD members also seek to engage educators, instructional designers, trainers, and developers in an international dialogue that defines standardization, and best practices of multimedia in the educational and communication process. This year's presentations focus on the various topics, including: Gaming, Multimedia Development Tools, Multimedia and Learning, Virtual Environments, and Multimedia Validation Studies.

**Wednesday, November 4, 2015**
***Morning***

MPD Board of Director's meeting
10:30 to 11:30 a.m.
*Hyatt Regency 3rd, Outlook Boardroom*

**Thursday, November 5, 2015**
***Evening***
Immersive Learning Award Ceremony - Come join us and see the entries and winners!
5:00 - 6:30 p.m. *City Terrace 04*

**Friday, November 6, 2015**
***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. *Hyatt Regency 2, Concept B*

Pam Ponners
MPD Program Planner
University of North Texas
Pamela.Ponners@unt.edu

## RESEARCH AND THEORY DIVISION (RTD)

The Research and Theory division supports the development and advancement of theory; promotes, presents, and disseminates research and scholarship that encompasses multiple perspectives; advocates the study of social and cultural issues in the field; supports, fosters, and mentors emerging scholars. To meet our division goals 46 concurrent, 1 invited, 17 roundtable and 5 poster sessions on various research topics will be offered to our members this year. The division has also worked closely with other divisions and affiliates to identify 8 featured research sessions. We will be once again hosting the NSF/ AECT Early Career Symposium for early-career faculty and doctoral students on Tuesday, November 3 (full day) and Wednesday, November 4 (half day), 2015. On Thursday, November 5th, everyone who is interested in the Research and Theory division is welcome to attend our membership meeting at 10:30 am in Discovery B on the 3rd level. Following the membership meeting we will have our annual joint awards luncheon with the Design and Development division in Cosmopolitan A on the 3rd level. During the luncheon we will present following awards:

Dean and Sybil McClusky Research Award

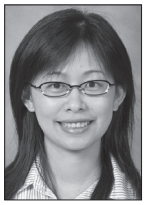
Outstanding Journal Article Award

Outstanding Book Award

Exceptional Service Award

Outstanding Research and Theory Division-Sponsored Accepted Proposal

We look forward to meeting you in Indianapolis.



E-Ling Hsiao
Valdosta State University
RTD- President-Elect
2015 Convention 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 other divisions and affiliates to identify the following featured research sessions.

**Teacher Education**
*Theories that Work: Pre-service and Practicing Teacher Evaluations of Technology Integration Models*

Wed, Nov 4, 1:00 to 2:00pm, Hyatt Regency, 2, Concept A

Facilitator: Dirk Ifenthaler, Curtin University

Presenters: Royce Kimmons, Brigham Young University; Cassidy Hall, University of Idaho

**Culture, Learning and Technology**
*Engaging Girls in Technology through Video Game Design and Development*

Wed, Nov 4, 2:15 to 3:15pm, Hyatt Regency, 3rd, Studio 3

Facilitator: Hannah R. Gerber, Sam Houston State University

Presenter: Aline Click, Northern Illinois University

**Research & Theory**
*Measuring the Effects of Preferred Visual Aesthetics in an Instructional Simulation*

Thu, Nov 5, 1:00 to 2:00pm, Hyatt Regency, 3rd, Studio 1

Facilitator: Michael M Grant, University of South Carolina

Presenters: Ginger Watson; Don Robison, Old Dominion University

**Research & Theory *(continued)***

*Activity Theory Informed Automatic Student Assessment Model in Collaborative Math Learning*

Thu, Nov 5, 2:15 to 3:15pm, Hyatt Regency, 3rd, Studio 1

Facilitator: James Klein, Florida State University

Presenter: Wanli Xing, University of Missouri-Columbia

*A Comparative Study on the Use of Motivational Regulation Strategies (MRSs) among Three Different Course Structures: Relations with Learners' Use of Cognitive Learning Strategy and Engagement*

Thu, Nov 5, 3:30 to 4:30pm, Hyatt Regency, 3rd, Studio 1

Facilitator: E-Ling Hsiao

Presenters: Sanghoon Park; Sarah Pennington, University of South Florida

*Investigating Faculty Technology Mentoring as a Professional Development Approach*

Fri, Nov 6, 1:00 to 2:00pm, Hyatt Regency, 2nd, Regency F

Facilitator: Jill Stefaniak, Old Dominion University

Presenter: Evrim Baran, Middle East Technical University

**Design & Development**

*Prompting science students for cognitive engagement in game-based learning: Types of question prompts and feedback*

Fri, Nov 6, 8:00 to 9:00am, Hyatt Regency, 3rd, Studio 1

Facilitator: Yu-Chun Kuo, Rowan University

Presenters: Victor Law, University of New Mexico; Ching-Huei Chen, National Changhua University of Education

**Distance Learning**

*Using two-step cluster analysis in learner profiling to better serve elearning learners: A customer/ student perspective*

Fri, Nov 6, 3:30 to 4:30pm, Hyatt Regency, 2nd, Regency F

Facilitator: Cheryl Murphy, University of Arkansas

Presenters: Cheng-Chang (Sam) Pan, The University of Texas Rio Grande Valley; Stephen Sivo, University of Central Florida; Francisco Garcia; Clair Goldsmith, University of Texas at Brownsville

## SCHOOL MEDIA & TECHNOLOGY (SMT)

The Division of School Media & Technology (SMT) serves practitioners and scholars in primary and secondary education through:

1. Producing scholarship that tests the implementation of cutting edge methods, theories, and technologies.
2. Informing policy decisions in School Librarianship and online learning.
3. Developing and fostering partnerships between institutions of higher education and primary and secondary schools.

During this year's conference, we have approximately 41 sessions; 30 of these are concurrent sessions, 10 roundtable presentations, and one panel. We also are sponsoring a presidential panel! Our sessions will discuss BYOD and 1-1 initiatives, the changing roles and responsibilities of school librarians, cyber schooling satisfaction and inputs, gaming, mobile learning, and wearable technologies (to name just a few). Please note the following:

Division Lunch & Meeting (Tastings Wine Bar & Bistro, 50 W Washington Street) Thursday, 11:45 PM – 12:45 PM -- Join us for the SMT Luncheon. A variety of food options, including vegetarian options will be offered in a relaxed atmosphere. This event is a fun and engaging opportunity for members to network with researchers and practitioners interested in the field of school media technology. Located a short walk from the Hyatt.

Thursday, 1:00 PM – 2:00 PM (Tastings Wine Bar, 50 W Washington Street) -- Following the luncheon, stay for the SMT general Membership meeting. Hear about the exciting progress our division has made in 2015 and the new directions in focus and programming we plan to take in 2016. The SMT Board would like to encourage graduate students and new AECT members alike to come

explore participant and leadership opportunities available in the SMT division. There will be raffle prizes!

**Wednesday**
*Concurrent Sessions (Hyatt Regency 3rd, Studio 2)*
1:00 PM – Mobile Learning in the K-12 Classroom;

2:15 PM – BYOD and 1-1 initiatives in the K-12 classroom

3:30 PM – STEM Technology Integration

*Panel Sessions*
1:00 PM – Panel: Information Literacy in Online Schooling: Promises, Pitfalls, and Provision. Hyatt Regency 3rd, Studio 5.

2:15 PM – Presidential Panel: Blurred Lines: Preparing K-12 Instructional Technologists and School Librarians for Educational Entrepreneurship. Hyatt Regency, 2nd, Regency AB.

**Thursday**
*Roundtable Sessions* (Indy Convention Center, Indy Convention Ctr - Roundtables)
9:15 AM – Roundtable session 1

10:30 AM – Rountable session 2

Pecha Kucha session (Hyatt Regency, 3rd, Studio 2)

11 AM – Pecha Kucha: An Innovative Statewide Approach to Bringing STEM Focused Education Technology to Teachers and Students.

*Concurrent Sessions* (Hyatt Regency 3rd, Studio 2)
2:15 PM – Chromebooks and 1-1 integration in the K-12 classroom

3:30 PM – Cyber schooling satisfaction and inputs

**Friday**
*Concurrent Sessions* (Hyatt Regency 3rd, Studio 2)
8:00 AM – Online learning frameworks, theories, and approaches

9:15 AM – Changing roles and responsibilities of school librarians

10:30 AM – Technology adoption and support

1:00 PM – Wearables and haptic interfaces in K-12 classrooms

2:15 PM – Gaming in the K-12 Classroom

3:30 PM – Differentiation of instruction and online readiness

And please stay with us on Saturday for ***AECT Tech Saturday*** (9-4 PM), sponsored by SMT!
Please join our Facebook page to learn about Division activities throughout the year.

https://www.facebook.com/AECTSchoolMediaTechnologyDivision

We look forward to seeing you!

Dennis E. Beck
University of Arkansas
SMT – President-Elect and
2015 Convention Planner

## SYSTEMS THINKING & CHANGE DIVISION (ST&C)

The only thing certain is change. Systemic Thinking and Change is there to help you get out in front of change and not fall. We probe one another to use systems thinking to encourage meaningful innovation. This year's conference embraces systems thinking about innovations through emerging technologies, health care, education and theory. In sessions, you have the opportunity to probe specific applications or discuss the theoretical evolution toward strong research. Change is a messy process. As a community of scholars and practitioners, we aim to demystify it through our collaborative work.

***Provoking Joint Panel Sessions***
We have three joint panel sessions that will have insightful discussions. The stellar panelists will focus on particular innovations and the systems influences within different fields.

*TED-ST&C Panel: Taking a Systems look at Teacher Education for 21st Century Needs*
Wed, Nov 4, 1:00 to 2:00pm, Hyatt Regency, 2, Theory A

*ST&C and D&D Panel Session: Address the Elephant: Using Systems Thinking to address MOOCs and Social Media in Design & Development*
Wed, Nov 4, 2:15 to 3:15pm, Hyatt Regency, 3rd, Cosmopolitan B

***Provoking Joint Panel Sessions (continued)***
*ST&C and CLT Panel - A Systems Perspective on the Cultural Influence of Technology with Represented and Underrepresented Groups*
Thu, Nov 5, 1:00 to 2:00pm, Hyatt Regency, 2, Theory A

***Poster Sessions and Roundtable***
The health care field has been besieged with innovations. Discuss how change theory is applied.

Thu, Nov 5, 9:15 to 10:15am, Indy Convention Center, Indy Convention Ctr (Rm 231) – Poster
*"Systems? What Systems?" Assessing the Use of a Change Management Model for Social Media Policy Development*

Thu, Nov 5, 10:30 to 11:30am, Indy Convention Center, Indy Convention Ctr (Rm 231) - Posters
*Bracing for the Impact of Mobile ICTs in Ubiquitous Health Sciences Libraries*

Thu, Nov 5, 10:30 to 11:30am, Indy Convention Center, Indy Convention Ctr (Rm 231) – Roundtables
*Aligning Change Theory to a Process Model for Assisting Asthmatic Patient Self-Identification*

***Concurrent Sessions***
The concurrent sessions address the theory and practical applications of systems thinking and change in the educational facets of international education, k-12 education through higher education.

*Adjusting the Suspension in K-12 Schools: Systemic Change Outcomes*
Fri, Nov 6, 8:00 to 9:00am, Hyatt Regency, 2, Concept A

An educational reform to improve classroom technology in Turkey: FATIH Project

The Tea Party's Potential Influence on a Texas School District's Educational and Instructional Policies

*ST&C - Higher Education and Designing High-Performance Change*
Fri, Nov 6, 10:30 to 11:30am, Hyatt Regency, 2, Concept A

Accelerating E-learning Development: From the Passenger to the Driver's Seat

Piecing Together The Puzzle Of Higher Education: Debundling Education with Digital Badges and Micro-courses for Customized, Competency-based Learning

*ST&C - Be in the Lead by Driving the Change*
Fri, Nov 6, 1:00 to 2:00pm, Hyatt Regency, 2, Concept A

Putting a Stake in the Ground: Institutionalizing a University and School Partnership

Toward a Peri-Instructional Design Tradition in Education

*ST&C - Know the Terrain and Read Signs for Transformation*
Fri, Nov 6, 2:15 to 3:15pm, Hyatt Regency, 2, Concept A

Educology for Systemic Change

*ST&C - Tuning up Instruction through Change*
Fri, Nov 6, 3:30 to 4:30pm, Hyatt Regency, 2, Concept A

Redesigning the conversation on educational reform: A call for agency

*FASTEN YOUR SEATBELTS!* Five Practical Leadership Principles to Turbocharge Your Career

***Welcome Reception***
Stop by our table at the welcome reception and learn more about ST&C. You will have a chance to use your "change" to make a transformation!

Wed, Nov 4, 6:00 to 8:00pm, Hyatt Regency, Cosmopolitan Foyer

***General Meeting***
Join our General Meeting! Come on the road with us to honor this year's award recipients, determine webinars, and critical topics so that we can lead.

*ST&C -Membership Meeting*
Fri, Nov 6, 9:15 to 10:15am, Hyatt Regency, 2, Concept A

Beth Rajan Sockman
East Stroudsburg Univ. of Pennsylvania
ST&C – President Elect
2015 Convention Planner
bsockman@esu.edu

## GRADUATE STUDENT ASSEMBLY (GSA)

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 attendants. Please check the AECT app for descriptions and panelists.

All sessions are in the GSA Lounge (2nd Level - Concept CD) unless otherwise noted.

Wednesday, November 4th, 2015

| | |
|---|---|
| 11:45am - 12:45pm | GSA Executive Board Meeting (3rd Level - Cosmopolitan B) |
| 1:00pm - 2:00pm | Meet GSA & Divisions |
| 2:15pm - 3:15pm | Fireside Chat: Culture in Instructional Design |
| 2:15pm - 3:15pm | CLT-MPD-GSA Panel: Cultural Issues and Game…(3rd Level - Studio 5) |
| 6:00pm - 8:00pm | GSA Table @ Welcome Reception (3rd Level - Cosmopolitan Foyer) |
| 8:00pm -10:00pm | GSA/D&D on the Town |

Thursday, November 5th, 2015

| | |
|---|---|
| 1:00pm - 2:00pm | Meet the Editors of AECT Journals |
| 2:15pm - 3:15pm | How do I Form a Research Question? & What is a Research Agenda? |
| 3:30pm - 4:30pm | Writing Techniques for Graduate Students & Selecting a Dissertation Topic |
| 6:30pm - 8:00pm | 3MT Competition Preliminary Round |

Friday, November 6th, 2015

| | |
|---|---|
| 8:00am - 9:00am | Alternatives to Lectures |
| 9:15am - 10:15am | Panel: What is the Future of Our Field? |
| 10:30pm - 11:30pm | Advice for the Job Hunt |
| 11:45am - 12:45pm | GSA Membership Meeting & Luncheon |
| 1:00pm - 2:00pm | Designing for Playful Learning |
| 2:15pm - 3:15pm | Building Your CV: From Doc Student to Tenure-Track Faculty… |
| 3:30pm - 4:30pm | 3MT Competition Finals |
| 8:00pm - 10:00pm | GSA/INTL on the Town |

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

We look forward to seeing you there!

GSA Convention Planner
Jason A. Engerman
The Pennsylvania State University
E-mail: Jaengerman@psu.edu

## TEACHER EDUCATION DIVISION (TED)

The Teacher Education Division (TED) promotes theory, research and practice in support of the development of knowledge, skills, and dispositions of educators who create effective learning environments for diverse learners through the integration of technology. 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, poster presentations, and TED Camps.

** The TED Camps are a new type of session we're trying out that are informal presentations where there will be a lot more conversation than presentation. Look for the TED Camps on Friday!

**Wednesday, November 4, 2015**

***Member Events and Socials***

TED Dinner

Wed, Nov. 4th, 8:00-10:00PM at Buca di Beppo
Visit the TED Facebook Group or Table at the Welcome Reception if you have questions
NOTE: First group will leave for the restaurant at 7:30PM from the table and the next group will leave from the table at 8:00PM/Close of the reception

***Panels***

TED-ST&C Joint Panel: Taking a Systems look at Teacher Education for 21st Century Needs
Wed, Nov. 4th, 1:00-2:00PM, Hyatt Regency, 2, Theory A

Implementing Open Badges in Three Preservice Teacher Education Programs: Challenges, Lessons, and Opportunities
Wed, Nov. 4th, 2:15-3:15PM, Hyatt Regency, 2, Theory A

Ipads in Teacher Education: A Panel Discussion
Wed, Nov. 4th, 2:15-3:15PM, Hyatt Regency, 2, Network

Cultivating University-School Partnerships to Support Research and Practice: The Jacobs Educator Program
Wed, Nov. 4th, 3:30-4:30PM, Hyatt Regency, 2, Theory A

***Concurrent Sessions***

Featured Research - Theories that Work: Pre-Service and Practicing Teacher Evaluations of Technology Integration Models (TED)

Wed, Nov. 4th, 1:00-2:00PM, Hyatt Regency, 2,

Different Ways to Develop and Build Understanding in Teacher Education

Wed, Nov. 4th, 2:15-3:15PM, Hyatt Regency, 2, Concept A

Badges and Videos: Undergraduates Developing Education Resources

Wed, Nov. 4th, 3:30-4:30PM, Hyatt Regency, 2, Concept A

***AECT Welcome Reception***

Visit the TED Table - Find out about the division and our social events at the conference
Wed, Nov. 4th, 6:00-8:00PM, Hyatt Regency, 3rd, Cosmopolitan Foyer

**Thursday, November 5, 2015**

***TED Membership Meeting and Socials***

Member Meeting - Best Proposal, Service, and Lifetime Achievement Awards
Thurs, Nov. 5th, 2:15-3:15PM, Hyatt Regency, 2, Theory B

Membership Social Hour at Rock Bottom Brewery
Thurs, Nov. 5th, 4:30-6:00PM (Attend the Membership Meeting to find groups to walk over with)

***Panels***

Inquiry in Teacher Education World Café
Thurs, Nov. 5th, 1:00-2:00PM, Hyatt Regency, 2, Network

Writing and Technology: Current and Future Research
Thurs, Nov. 5th, 3:30-4:30PM, Hyatt Regency, 2, Network

***Concurrent Sessions***

Using and Examining Models in IDT
Thurs, Nov. 5th, 1:00-2:00PM, Hyatt Regency, 2, Theory B

English Language Learners and Art Teacher: IDT Considerations
Thurs, Nov. 5th, 1:00-2:00PM, Hyatt Regency, 2, Concept A

Self-Efficacy and Value Beliefs: Impacts on Integrating Instructional Technologies and Digital Literacies
Thurs, Nov. 5th, 3:30-4:30PM, Hyatt Regency, 2, Theory A

Virtual Interviews and Online Teacher Conversations
Thurs, Nov. 5th, 3:30-4:30PM, Hyatt Regency, 2, Theory B

Flipping the Classroom
Thurs, Nov. 5th, 3:30-4:30PM, Hyatt Regency, 2, Concept A

***Posters***

TED Poster Session 1
Thurs, Nov. 5th, 9:15-10:15AM, Indy Convention Center – Rm 231-Posters

TED Poster Session 2
Thurs, Nov. 5th, 10:30-11:30AM, Indy Convention Center – Rm 231-Posters

***Roundtables***

TED Roundtable Session 1
Thurs, Nov. 5th, 9:15-10:15AM, Indy Convention Center – Rm 231-Roundtables

TED Roundtable Session 2
Thurs, Nov. 5th, 10:30-11:30AM, Indy Convention Center – Rm 231-Roundtables

**Friday, November 6, 2015**

***Panels***

Makerspaces in Higher Education: Design, Development, Implementation, and Research for Teacher Education and Beyond
Fri, Nov. 6th, 8:00-9:00AM, Hyatt Regency, 2, Network

Building Bridges: Cooperative Learning and Shared Resources between Academia and Our Schools
Fri, Nov. 6th, 9:15-10:15AM, Hyatt Regency, 2, Network

Discussion on Professional Development to Support Technology Integration
Fri, Nov. 6th, 10:30-11:30AM, Hyatt Regency, 2, Network

***Concurrent Sessions***

Short Term and Long Term: Impacts and Evolutions of Teacher Technology Practices
Fri, Nov. 6th, 8:00-9:00AM, Hyatt Regency, 2, Theory B

Perspectives and Experiences with New Ways of Teaching
Fri, Nov. 6th, 8:00-9:00AM, Hyatt Regency, 2, Concept B

Technology Integration in STEM Areas
Fri, Nov. 6th, 9:15-10:15AM, Hyatt Regency, 2, Theory B

Online Professional Development
Fri, Nov. 6th, 9:15-10:15AM, Hyatt Regency, 2, Concept B

Teachers and Game Design Experience
Fri, Nov. 6th, 10:30-11:30AM, Hyatt Regency, 2, Theory B

Peers and Collaborative Environments in Teacher Education
Fri, Nov. 6th, 10:30-11:30AM, Hyatt Regency, 2, Concept B

1:1 Computing Across the Spectrum
Fri, Nov. 6th, 11:45AM-12:45PM, Hyatt Regency, 2, Theory B

Technology Cases and Service Learning in Pre-Service Teacher Preparation
Fri, Nov. 6th, 1:00-2:00PM, Hyatt Regency, 2nd, Regency E

Supporting and Improving Teacher Technology Use
Fri, Nov. 6th, 1:00-2:00PM, Hyatt Regency, 2, Theory B

***Concurrent Sessions (continued)***

Educational Games and Gamification
Fri, Nov. 6th, 1:00-2:00PM, Hyatt Regency, 3rd, Studio 3

Technology Use and Supervision during Field Experience
Fri, Nov. 6th, 2:15-3:15PM, Hyatt Regency, 2, Theory B

***TED Camps***

Dissemination Technologies and their Potential Uses in the Classroom and other Educational Settings
Fri, Nov. 6th, 1:00-2:00PM, Hyatt Regency, 2, Network

Passport to Creating and Issuing Badges in Teacher Education
Fri, Nov. 6th, 3:30-4:30PM, Hyatt Regency, 2, Network

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!

Jesse Strycker
East Carolina University
TED President-Elect and 2015 Conference Planner

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

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 15 concurrent, roundtable, poster and invited sessions that align with year's convention theme on Accelerate Learning: Racing into the Future. Here are some of the highlights:

**Wednesday, Nov, 4**

1:00 to 2:00pm: SICET-Online Learning Interactions and Technology Integration in Classroom, Hyatt Regency, 3rd, Studio 6 (Current Session)

2:15 to 3:15pm: SICET-Research and Studies on Chinese Learners, Hyatt Regency, 3rd, Studio 6 (Current Session)

3:30 to 4:30pm: SICET- Research and Studies on Learning and Assessment Approaches, Hyatt Regency, 3rd, Studio 6 (Current Session)

**Thursday, Nov, 6**

9:15 to 10:15pm: SICET- Professional Development Tips for Faculty Members, Hyatt Regency, 3rd, Studio 6 (Current Session)

1:00 to 2:00pm: SICET- Research and Practice with MOOCs, Hyatt Regency, 3rd, Studio 6 (Current Session)

2:15 to 3:15pm: SICET- Keynote Presentations, Hyatt Regency, 3rd, Studio 6 (General Session)

3:30 to 4:30pm: SICET- General Sessions, Hyatt Regency, 3rd, Studio 6 (General 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-Guoqiang Cui
Yantai University
E-mail: andyguoqiang@hotmail.com

## KOREAN SOCIETY FOR EDUCATIONAL TECHNOLOGY (KSET)

Since 1985, the Korean Society for Educational Technology (KSET) has been a professional association playing a vital role in developing theoretical and practical excellence in the field of instructional technology. As an affiliate of the Association for Educational Communications and Technology (AECT), KSET has more than 1,000 members who are researchers, developers, and practitioners in academia, corporations, and government organizations. There are six special interest groups (SIGs) in KSET: Theories and Models; Design and Development; Implementation and Management; Evaluation and Quality Assurance; Research Methodology; e-Learning; and Human Resources Development. KSET has also organized and sponsored several annual international conferences, such as the International Conference of Educational Technology (ICET).

Please join us for the below scheduled sessions and get together with other KSET members at the KSET Luncheon (11:45 am ~ 12:45 pm) on Thursday, November 5th, in Hyatt Regency, Eagles' Nest.

**Wednesday, November 4th, 2015**

1:00 to 2:00 pm - Learning analytics
Hyatt Regency, 3rd, Studio 4

2:15 to 3:15 pm - Learner characteristics and performance
Hyatt Regency, 3rd, Studio 4

**Thursday, November 5th, 2015**

11:45 am to 12:45 pm - KSET Luncheon
Hyatt Regency, Eagles' Nest

1:00 to 2:00 pm - Advances in instructional design
Hyatt Regency, 3rd, Studio 4

2:15 to 3:15pm - Innovative teaching and learning
Hyatt Regency, 3rd, Studio 4

**Friday, November 6th, 2015**

3:30 to 4:30 pm - Smart learning environments
Hyatt Regency, 2, Theory B

Nari Kim
AECT/KSET Convention Planner
University of Wisconsin, Oshkosh
kimn@uwosh.edu

Dongho Kim
AECT/KSET Coordinator
University of Georgia, Athens
dongho@uga.edu

## INTERNATIONAL COUNCIL FOR EDUCATIONAL MEDIA (ICEM)

Since 1950, the International Council for Educational Media (ICEM) has dedicated itself to providing an international platform for professionals in educational media to interact on individual, organizational, and cultural levels with the goal of advancing education globally. As an affiliate of AECT, ICEM this year is proud to present two full sessions (graduate student panel discussion & concurrent session), one half hour special topic panel discussion, two roundtable presentations, one poster presentation, and ICEM Board/Membership meeting.

Highlights of this year's program are:

**Wednesday, November 4**

ICEM Board/Membership Meeting
10:30 am – 11:30 am
Hyatt Regency, 3rd, Cosmopolitan A

**Thursday, November 5**

ICEM Concurrent Session – Collaboration, Communication & Web 2.0
2:15 pm – 3:15 pm
Hyatt Regency, 2, Concept A

**Friday, November 6**

ICEM Special Topic Panel Discussion – Who am I? Quantified Self in related to Learning Analytics, Wearable and Mobile Technologies
11:45 am – 12:15 pm
Hyatt Regency, 2, Theory A

**Friday, November 6** *(continued)*

ICEM Graduate Student Panel Discussion – Quantified Self & Learning Analytics: Why Should I Care?
2:15 pm – 3:15 pm
Hyatt Regency, 2, Theory A

There are also poster and roundtable sessions on Thursday. Do remember to join us for the exciting **International Auction** (Hyatt Regency, 3rd, Cosmopolitan A) cohosted with International Division starting at 8:00 pm, Thursday. Also, if you are interested, please join us for the **International Dinner** for a fee in the same room starting at 7:00 pm, Thursday.

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

Hsin-Te Yeh
Metropolitan State
University of Denver
ICEM Convention Planner

## INTERNATIONAL VISUAL LITERACY ASSOCIATION (IVLA)

The International Visual Literacy Association was formed to be a forum for a wide range of disciplines to exchange information related to visual literacy. The organization is concerned with issues that deal with education, instruction and training in the various modes of visual communication. This non-profit organization consists of media specialists, educators, researchers, designers and artists all who are dedicated to the principles of visual literacy as are related in our sessions here at AECT.

**Thursday, November 5, 2015**
10:30 to 11:30am
Roundtable Session 2
Indy Convention Center Room 231 – Roundtables
Graphic Novels in Bibliotherapy: Visual Support for Mental Health Treatment for People Struggling with Literacy
Presenters: Edward F. Schneider, University of South Florida; Peter Cannon, University of South Florida

**Thursday, November 5, 2015**
1:00 – 2:00pm
Hyatt Regency 3rd floor, Cosmopolitan D
Improving Screen Presence: Delivering Live Online Messages That Can Change Perspectives
Presenter: Veronica Ent, St. Vincent College

**Friday, November 6, 2015**
3:30 – 4:30pm
Hyatt Regency 2nd floor, Theory A
Teaching and Integrating Visual and Media Literacy for All
Presenters: Danio M. Baylen, University of West Georgia, Tonia Dousay, University of Wyoming, Darryl Draper, Old Dominion University, Rhonda S. Robinson, Northern Illinois University, Adriana d'Alba, University of West Georgia

Leslie Blatt
Affiliate Conference Planner

## NATIONAL AND INTERNATIONAL AFFILIATES

Canadian Network for Innovation in Education (CNIE)

Chinese Association for Educational Technology (CAET)

eLearning Africa
http://elearning-africa.com/conference_partners_asociated.php

Indonesian Professional Association of Educational Technology (IPTPI)

International Council For Educational Media (ICEM)
http://www.icem-cime.org/

International Visual Literacy Association (IVLA)

Hong Kong Association of Educational Communications and Technology (HKAECT)
http://www.hkaect.org/

Japan Society for Educational Technology (JSET)

Korean Society for Educational Technology (KSET)

Malaysia Educational Technology Association (META)
http://www.mjet-meta.com/

New England School Library Association (NESLA)

New Jersey Association of School Librarians (NJASL)

Professors of Instructional Design and Technology (PIDT)

Society of International Chinese in Educational Technology (SICET)
http://www.sicet.org

Taiwan Association of Educational Communications and Technology (TAECT)

The Turkish Association of Science, Education and Technology (TASET)

## 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 and using them. 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!

**Thursday, November 5, 2015**

2:15 to 3:15 pm
Hyatt Regency, 2, Network
*What is Your Perspective on Leadership?*

**Friday, November 6, 2015**

10:30 to 11:30 am
Hyatt Regency, 2nd, Regency F
*Leadership Development from K-12 to Higher Education*

1:00 to 2:00 pm
Hyatt Regency, 3rd, Cosmopolitan B
*AECT Leadership Pathways: Exploring Roles and Opportunities for Engagement*

Cindy York
Northern Illinois University
Leadership Program Planner

## Meet the AECT Interns

The three intern programs within AECT recognize the outstanding junior members of our community. The Leadership Internship program recognizes emerging leaders in our field allowing both professional development and leadership skills to further develop as graduate students and new professionals transitioning into careers in educational communications and technology. The Strohbehn and Cochran Interns are sponsored by the ect Foundation. 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.

If you have any questions about the program, please contact aect-intern-chair@aect.org.

**Tonia A. Dousay**
**University of Wyoming**
**2015 Intern Program Coordinator**

### Wendy Gentry – Strohbehn Intern

Wendy Gentry is a Ph.D. candidate in the Instructional Design and Technology (IDT)program at Virginia Tech University with more than 20 years of experience in systems design, performance improvement, training, and management practices. She has applied these skills in both domestic and international settings. Her research pairs discourse analysis and scientometrics to explore the use of theory in IDT academic argumentation.

### Hengtao Tang – ICEM Intern

Hengtao Tang is a dual-title doctoral candidate at The Pennsylvania State University and is anticipated to graduate in May 2016. His research focuses on the application of emerging technologies in the context of global education. Hengtao has been an active member of AECT for 4 years and currently serves as the GSA International Board Representative.

### Jason Engerman – Cochran Intern

Jason A. Engerman is a doctoral candidate at The Pennsylvania State University and is expected to graduate May 2016. With an emphasis on digital media, his research investigates the use of indigenous knowledge of disenfranchised populations within informal spaces and how social and cultural learning ecologies help to inform authentic instructional and learning experiences. Jason has been an active member of AECT for 3 years and currently serves as the GSA president.

# AECT Intern Schedule

**Tuesday, 03 November 2015**

| Time | Event |
|---|---|
| **2:00-5:00 PM** | **Check-In (Conference Registration)**<br>Check-in to your hotel room and pick up conference registration materials. |
| **5:30-6:00 PM** | **Introductions (Lobby)**<br>Orientation, introductions, schedule overview. |
| **6:00-9:00 PM** | **AECT Leadership Dinner (3rd – Cosmopolitan B)**<br>Network with leadership, receive medallions, accept checks, and pose for photos. |

**Wednesday, 04 November 2015**

| Time | Event |
|---|---|
| **7:00-8:00 AM** | **Intern Meeting: Your Leadership Path in AECT and Educational Technology (3rd - Outlook Boardroom)**<br>Special Guests: Rob Branch, Kay Persichitte, Brad Hokanson *Breakfast provided*. |
| **1:45-2:00 PM** | **ECT Foundation Board Meeting (3rd - Cosmopolitan A)** Introduction to the board. |
| **3:30-4:30 PM** | **First Timer's Orientation (2nd, Network)** Assist with session. |
| **4:45-5:45 PM** | **General Session (2nd, Regency AB)** Assist with session. |
| **6:00-8:00 PM** | **Welcome Reception (3rd - Cosmopolitan Foyer)** Network. |
| **8:00-10:00 PM** | **D&D On the Town (2nd, Concept CD)** Recommended networking. |

**Thursday, 05 November 2016**

| Time | Event |
|---|---|
| **7:00-7:30 AM** | **Intern Meeting - Preliminary Project Planning (3rd - Outlook Boardroom)** |
| **7:30-9:00 AM** | **Breakfast with Champions (3rd - Cosmopolitan A)** *Breakfast provided*. |
| **4:45-5:45 PM** | **General Session (2nd, Regency AB)** Assist with session. |

**Friday, 06 November 2015**

| Time | Event |
|---|---|
| **7:00-8:00 AM** | Intern Meeting: Emerging technologies for innovative education and/or organizational change (3rd - Outlook Boardroom)<br>Special Guests: MJ Bishop, Charles Reigeluth, Shahron Williams van Rooij *Breakfast provided*. |
| **4:45-5:45 PM** | **General Session (2nd, Regency AB)** Assist with session. |
| **6:00-7:30 PM** | **Joint University Reception (3rd - Cosmopolitan B)** Network. |

**Saturday, 07 November 2015**

| Time | Event |
|---|---|
| **7:00-8:00 AM** | **Intern Meeting - Intern Class Project (2nd – Network)** *Breakfast provided*. |

## AECT Governance Meetings

**AECT Board of Directors Meeting I**
Tue, Nov 3 - 1:00 pm – 5:00 pm, *Hyatt Regency, 2 – Network*

**AECT Board of Directors Meeting II**
Sat, Nov 7 - 9:00 am – 12:00 pm, *Hyatt Regency, 2 - Network*

**ectFoundation Board of Directors Meeting 1**
Wed, Nov 4 – 1:00 pm- 4:00 pm, *Hyatt Regency, Eagles' Nest*

**ectFoundation Board of Directors Meeting 2**
Friday, Nov 6 – 8:00 am- 10:30 pm, *Hyatt Regency, Eagles' Nest*

**ETR&D Joint Editorial Board Meeting**
Fri, Nov 6 – 8:00 am- 9:00 am, *Hyatt Regency, 2nd - Regency C*

**Tech Trends Editorial Board**
Tue, Nov 3 – 4:30 pm – 5:30 pm, *Hyatt Regency, 3rd - Discovery A*

## AECT Division Governance Meetings

**Culture, Learning and Technology Board Meeting**
Wed, Nov 4 – 9:15 am – 10:15 am, *Hyatt Regency, 3rd - Outlook Boardroom*

**Culture, Learning and Technology Membership Meeting**
Fri, Nov 6 – 1:00 pm – 2:00 pm, *Hyatt Regency, 3rd - Studio 6*

**Culture, Learning and Technology New Board of Directors Meeting**
Fri, Nov 6 – 2:15 pm – 3:15 pm, *Hyatt Regency, 3rd - Studio 6*

**Design & Development Board of Directors Meeting**
Wed, Nov 4 – 11:15 am – 12:30 pm, *Hyatt Regency, 3rd - Cosmopolitan C*

**Design & Development Membership Meeting**
Thurs, Nov 5, - 1:00 pm – 2:00 pm, *Hyatt Regency, 3rd - Cosmopolitan A*

**Distance Learning Board of Directors Meeting**
Wed, Nov 4 – 10:30 am – 11:30 am, *Hyatt Regency, 2nd - Regency AB*

**Distance Learning Membership Meeting**
Fri, Nov 6 – 1:00 pm – 2:00 pm, *Hyatt Regency, 2nd - Regency C*

**Distance Learning New Board of Directors**
Fri, Nov 6– 2:15 pm – 3:15 pm, *Hyatt Regency, 3rd - Outlook Boardroom*

**Graduate Student Association Executive Board Meeting**
Wed, Nov 4 – 11:45 am – 12:45 pm, *Hyatt Regency, 2nd - Regency AB*

**International Board of Directors**
Wed, Nov 4 – 9:15 am – 10:15 am, *Hyatt Regency, 3rd – Cosmopolitan A*

**International Membership Meeting**
Thu, Nov 5 – 3:30 am – 4:30 am, *Hyatt Regency, 3rd - Studio 4*

**Multimedia Production Board of Directors**
Wed, Nov 4 – 10:30 am – 11:30 am, *Hyatt Regency, 3rd - Outlook Boardroom*

**Multimedia Production Membership Meeting**
Fri, Nov 6 – 2:15 pm – 3:15 pm, *Hyatt Regency, 2 - Concept B*

**Organizational Training and Performance Board of Directors Meeting**
Wed, Nov 4 – 11:45 am-12:45 pm, *Hyatt Regency, 3rd - Cosmopolitan A*

**Organizational Training and Performance Membership Meeting**
Fri, Nov 5 – 10:30 am-11:30am, *Hyatt Regency, 3rd - Studio 4*

**Research & Theory Board of Directors Meeting**
Wed, Nov 4 – 11:45 am-12:45 am, *Hyatt Regency, 3rd - Outlook Boardroom*

**Research & Theory Business Meeting**
Thu, Nov 5 – 10:30 am-11:30 am, *Hyatt Regency, 3rd - Discovery B*

**School Media & Technology Board of Directors**
Wed, Nov 4 – 8:00 am-9:00 am, *Hyatt Regency, 3rd - Cosmopolitan A*

**School Media & Technology Membership Meeting (offsite)**
Thu, Nov 5 – 1:00 pm-2:00 pm, *Hyatt Regency, 2nd - Off-Site1*

**Systems Thinking & Change Board of Directors**
Wed, Nov 4 – 9:15 am-10:15 am, *Hyatt Regency, 2nd - Regency AB*

**Systems Thinking & Change Membership Meeting**
Fri, Nov 6 – 9:15 am-10:15 am, *Hyatt Regency, 2 - Concept A*

**Teacher Education Board of Directors Meeting**
Wed, Nov 4 – 8:00 am-9:00 am, *Hyatt Regency, 2nd - Regency AB*

**Teacher Education Membership Meeting**
Thu, Nov 5 – 2:15 pm-3:15 pm, *Hyatt Regency, 2 - Theory B*

## AECT Affiliate & Division Meetings

**D&D Future PacifiCorp 2016 Planning Committee**
Wed, Nov 4 – 4:00 pm – 4:30 pm, *Hyatt Regency, 3rd - Studio 1*

**ICEM Board/Membership Meeting**
Wed, Nov 4 – 10:30 am – 11:30 am, *Hyatt Regency, 3rd - Cosmopolitan A*

**PIDT 2015 Planning Committee**
Thu, Nov 5 – 3:30 pm – 4:30 pm, *Hyatt Regency, 3rd - Outlook Boardroom*

## AECT Committee Meetings

**2016 National Convention Planning**
Sat, Nov 7 – 8:00 am -10:00 am, *Hyatt Regency, 2 - Network*

**Awards Committee**
Wed, Nov 4 – 8:00 am -10:00 am, *Hyatt Regency, 3rd - Cosmopolitan C*

**Communications Team Committee**
Thu, Nov 5 – 9:15 am – 10:15 am, *Hyatt Regency, 3rd - Cosmopolitan C*

**Definition and Terminology Committee Meeting I**
Thu, Nov 5 – 9:15 am – 10:15 am, *Hyatt Regency, 3rd - Outlook Boardroom*

**Definition and Terminology Committee Meeting II**
Fri, Nov 6 – 8:00 am – 9:00 am, *Hyatt Regency, 3rd - Outlook Boardroom*

**History & Archives Committee**
Thu, Nov 5 – 10:30 am -11:30 am, *Hyatt Regency, 3rd - Outlook Boardroom*

**Leadership Development Committee**
Fri, Nov 6 – 11:45 am - 12:45 pm, *Hyatt Regency, 3rd - Cosmopolitan B*

**Nominating Committee Meeting**
Thu, Nov 5 – 2:15 pm-3:15 pm, *Hyatt Regency, 3rd - Outlook Boardroom*

**Organization & By-Laws Committee**
Fri, Nov 6 – 1:00 pm-2:00 pm, *Hyatt Regency, 3rd - Outlook Boardroom*

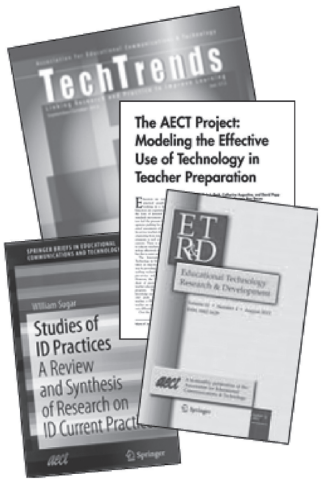
**Professional Ethics Committee**
Wed, Nov 4 – 7:00 am-8:00 am, *Hyatt Regency, 3rd - Cosmopolitan C*

**Publications Committee**
Thu, Nov 5 – 11:45 am-12:45 pm, *Hyatt Regency, 3rd - Outlook Boardroom*

AECT ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS & TECHNOLOGY

# "We Need You!"

**Proceedings ▲ Policy Briefs ▲ Journals ▲ Reference Works ▲ Books & Briefs ▲ Position Papers**




AECT provides members with a large number of professional resources that are available electronically and in print. Leading journals, books and briefs, reference works, white papers, proceedings, and policy briefs figure prominently in AECT's Professional Resources. For professionals seeking up-to-date information and informed opinion, these resources are invaluable. But these resources only exist because members like you seize the many opportunities to contribute to them. Like an old-time recruiting poster might say, "We Need You!" Please consider AECT's open invitation to add to the association's resources.

**Manuscripts for all of these publications are invited from scholars, researchers, and practitioners, whether veterans or newcomers to the profession. All contributions are peer reviewed.**

The AECT Web site at www.aect.org provides detailed information and links to samples of the publications mentioned in this brochure, along with a wealth of other information about AECT Divisions, governance, conferences and symposia, and many other association projects and activities. Visit the Web site often to stay up to date.

# TUESDAY, NOVEMBER 3RD

**Workshop** *(preregistration required)*
*9:00 am to 4:00 pm*
*Hyatt Regency - 3rd: Studio 1*

**Learning Design Workshop**

***Dr. Gráinne Conole***, Bath Spa University

The participants will engage with a range of learning design conceptual tools and a social networking site for sharing and discussing learning and teaching ideas. They will work in groups and will periodically share back their discussions with the rest of the participants. They will benefit from having a laptop by which to join in activities. Artefacts produced will be captured and made available online.

**Workshop** *(preregistration required)*
*9:00 am to 4:00 pm*
*Hyatt Regency - 2: Theory A*

**Creating Interactive Content with Adobe Edge Animate**

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

This hands-on, half-day workshop will help participants use Adobe Edge Animate to create animated, interactive instructional elements. By the completion of the workshop, each participant will have learned basic Adobe Edge Animate skills that will give them the ability to create professional-level interactions. Additionally, participants will learn how to create dynamic interactions using Javascript, and interact with data using XML.

**Workshop** *(preregistration required)*
*9:00 am to 4:00 pm*
*Hyatt Regency - 2: Theory B*

**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.

**Workshop** *(preregistration required)*
*9:00 am to 4:00 pm*
*Hyatt Regency - 2: Concept A*

**How to Analyze and Improve Human Performance**

***Joel Gardner***, Franklin University; ***Lewis Chongwony***, Franklin University

In the field of educational technology, our goal is to enable learners to apply new knowledge to their work and lives. However, we often ignore critical dynamics that short-circuit performance in the real-world environment. The related field of human performance technology offers methods for identifying and resolving performance issues. For several years, the workshop facilitator has gained performance expertise, including certification as a performance technologist. In this hands-on workshop, the facilitator will share this expertise with participants, who will apply tools and strategies to identify performance issues, clarify their causes, and develop a solution set for performance improvement.

**Workshop** *(preregistration required)*
*9:00 am to 4:00 pm*
*Hyatt Regency - 2: Concept CD*

**What Every Teacher Educator Needs to Know**

***Andrea Ray***, Liberty University

Create effective professional development that produces sustainable change in teachers' classroom instructional practices. Utilize a multi-step design process framed by best practices in professional development, educational change, and instructional design. Bring an idea for professional development that meets the needs of the teachers in your school or district. Leave with a rough draft of a professional development plan designed to produce sustainable change in teachers' instructional practices.

**Workshop** *(preregistration required)*
*1:00 pm to 4:00 pm*
*Hyatt Regency - 3rd: Studio 5*

**Accelerating Analysis of Learning: Using the FUN! Tool to Automatically Adapt, Analyze, and Visualize Data**

***Kevin Close***, ***Sarah Brasiel***, Utah State University; ***Phil Janisiewicz***, Agile Dynamics

Digital learning environments are becoming more prevalent and datasets are becoming larger, but many researchers are still parsing data using spreadsheet software and graduate student labor. The academic community, like the business community, needs tools to automate repetitive processes and to manage the increasing amount of data. In this 3-hour workshop, attendees will learn to use a new tool called the Functional Navigation Tool, or FUN! Tool, to adapt, analyze, and present their data.

**Workshop** *(preregistration required)*
*1:00 pm to 4:00 pm*
*Hyatt Regency - 3rd: Studio 6*

**Demonstrating First Principles of Instruction**

***M.David Merrill***, Retired Utah State University

This workshop demonstrates First Principles of instruction using fully interactive examples both from the book and additional examples of interactive instruction that illustrate these principles and a problem-centered approach to instruction. In addition the workshop includes examples of interactive applications.

**Workshop** *(preregistration required)*
*1:00 pm to 4:00 pm*
*Hyatt Regency - 3rd: Studio 4*

**ReViewing the Instructional Design & Technology Timeline**

**through a Lens of Social Justice**

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

This workshop revisits the Instructional Design and Technology timeline to consider key events in their broader social context, with purposes of (1) Raising awareness of our field's collective blind spots regarding racism, unearned privilege, and social injustice; (2) Unpacking common fallacies of social neutrality; (3) Identifying and considering damages of ignoring these issues; (4) Reflecting on what can be gained by sincerely engaging these issues; and (5) Facilitating collaborative engagement with these issues. Prior to the workshop, participants are asked to read Takacs, D. (2003). How does your positionality bias your epistemology? The NEA Higher Education Journal: Thought & Action, 27-38. Available as a free download here: http://www.nea.org/assets/img/PubThoughtAndAction/TAA_03_04.pdf

## WEDNESDAY, NOVEMBER 4TH

**Workshop** *(preregistration required)*
*9:00 am to 12:00 pm*
*Hyatt Regency - 2nd: Regency E*

**Using Collaborative Tools to Design an Online Learning Community**

***M. Aaron Bond***, Virginia Tech; ***Lujean Baab***, Virginia Tech

When designing courses it is important to provide an environment that promotes diverse ideas, cultures, and backgrounds. Incorporating opportunities for collaboration and interaction for students in course design can greatly enhance student learning and course quality. Turning a classroom into a learning community can provide a richer experience for students. Participants in this workshop will explore collaborative tools and pedagogical practice designed to turn the classroom into a thriving learning community.

**Workshop** *(preregistration required)*
*9:00 am to 12:00 pm*
*Hyatt Regency - 2: Theory A*

**Making Thinking Visible with Technology**

***Clif Mims***, University of Memphis

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

**Workshop** *(preregistration required)*
*9:00 am to 12:00 pm*
*Hyatt Regency - 2nd: Regency F*

**Online learning analytics on social networking sites: how to tap the potential of data mining in research of educational technology**

***Qiang Hao***, University of Georgia; ***Robert Maribe Branch***, University of Georgia

This half-day workshop is designed for educational researchers interested in learning analytics and data mining. By the end of the workshop participants will be able to 1) identify research questions that can be explored through data mining, 2) extract big data from social networking sites, like Facebook and Twitter, 3) identify ways to answer relevant research questions using big data analysis techniques. The only prerequisite is to have your own ideas for online learning activities.

**Workshop** *(preregistration required)*
*9:00 am to 12:00 pm*
*Hyatt Regency - 3rd: Studio 4*

**Creativity in education**

***Brad Hokanson***, University of Minnesota

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

**Workshop** *(preregistration required)*
*9:00 am to 12:00 pm*
*Hyatt Regency - 3rd: Studio 5*

**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 (http://elearning.coe.uga.edu).

**Workshop** *(preregistration required)*
*9:00 am to 12:00 pm*
*Hyatt Regency - 2: Theory B*

**Computer Programming for Mere Mortals Using 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 (this was the language of Apple's HyperCard from several years ago).

## SATURDAY, NOVEMBER 7TH

**Workshop** *(preregistration required)*
*9:00 am to 12:00 pm*
*Hyatt Regency - 2: Theory A*
**Creating E-Learning Quizzes with Relevant Feedback Using Adobe Captivate and Articulate Storyline**

***Taeyeol Park***, Georgetown University

It is critical for students to know whether they've answered a question correctly in a quiz for self-learning. Sometimes instructors also want them to know why their answer was right or wrong as well as which answer was correct. This workshop will provide hands-on experience at creating quiz questions with relevant answer feedback using each of the two e-learning authoring tools: Adobe Captivate and Articulate Storyline.

**Workshop** *(preregistration required)*
*9:00 am to 12:00 pm*
*Hyatt Regency - 2: Theory B*
**Designing Authentic Service-Learning Experiences for the Instructional Designer** :

***Jennifer Maddrell***, Designers for Learning; ***Jill Stefaniak***, Old Dominion University

The objective of this session is to explore the practical application of service-learning as a means of enhancing student learning through real-world applied and experiential learning opportunities. Through an examination of service-learning theory, research, and practice in both face-to-face and online instructional settings, this session offers specific strategies to design service-learning experiences that allow faculty the ability to combine theory and practice. Session attendees will leave this session with the necessary tools they need to incorporate service-learning activities within their coursework.

**Workshop** *(preregistration required)*
*9:00 am to 12:00 pm*
*Hyatt Regency - 3rd: Studio 5*
**Mindfulness and brain-based strategies: Exploring techniques and technologies for social and emotional teaching and learning** :

***Jin Mao*****,** Wilkes University; ***Beth Rajan Sockman*****,** East Stroudsburg University of Pennsylvania; ***Catherine Augustine*****,** The Pennsylvania State University

The presenters will introduce, demonstrate, share, and discuss the techniques, technologies, research, and resources related to mindfulness and brain-based strategies for the purpose of enhancing mindfulness awareness and social emotional teaching and learning. Topics include mindfulness programs, wearable technologies, apps, and mindfulness practices and resources.

**Workshop** *(preregistration required)*
*9:00 am to 12:00 pm*
*Hyatt Regency - 3rd: Studio 6*
**Universal Designed Distance Learning Platforms**

***Thomas Hayes Conway***, University of Hawaii at Manoa

This workshop will focus on applying Universal Design for Learning (UDL) principles and the World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI) guidelines based on evidence from the EmployAble Project, a two-year Kessler Foundation employment and technology funded grant focused on Traumatic Brain Injury but designed to be fully inclusive. The Project used three levels of engagement: web-based learning modules, live video chat, and a Multi-User Virtual Environment to train participants in preparing for a job interview.

**TECH SATURDAY** *(preregistration required)*
*9:00 am to 12:00 pm*
*Hyatt Regency - 3rd: Discovery A*

**Apps in Action** - *9:00 am to 10:00 am*

***Melissa Johnston***, *The University of Alabama*

With technology literally in the palms of most students, teachers and school librarians have an opportunity to lead in guiding students in the use of age-appropriate curricular-based apps. In this session participants will learn about the role that mobile technologies and apps can play in teaching and learning. Utilizing an inquiry framework, some of the best apps for K-12 will be presented, along with practical ways to integrate them to enhance instruction and engage students. Please BYOD!

**Introduction to Coding** - *10:00 am to 11:00 am*

***Mete Akcaoglu***, *Georgia Southern University*

This session will provide a basic introduction to coding by helping attendees get started on a free, online self-paced course. Attendees will complete user-friendly tasks and learn basic concepts of coding. Be sure to bring your favorite technology for this interactive session.

**Using Adobe Captivate to Design Interactive Content for Flipped Classrooms** - *11:00 am to 12:00 pm*

***Zuheir Khlaif***, *Indiana University*

The purpose of this session is to equip teachers and technology integration specialists with the skills to design and develop interactive mobile learning content using Adobe Captivate 8. Session activities will actively engage participants in hands on experiences creating instructional

materials for flipped learning. This session is BYOD!

**TECH SATURDAY WORKSHOP: How'd you do that? 2015 Emerging Technology Showcase for K-12 Educators** *(preregistration required)*
*9:00 am to 12:00 pm*
*Hyatt Regency - 3rd: Discovery B*
***Tutaleni I. Asino***, *Penn State University*
In this workshop, we will engage in a conversation on emerging technologies. We will focus on new technologies and also on old tools that are being or can be used in innovative ways-especially in K-12 educational settings. Topics will include tips on selecting and utilizing mobile apps in the classroom; creating infographics; and a review and demonstration of technologies presented at the AECT Emerging Technology Showcase. The agenda is a mix of presentation, demonstration, hands-on activities, and discussion —the goal being constant interactivity with the audience. Participants are encouraged to BYOD and share their own experiences, ideas and tips on integrating emerging technologies.

**TECH SATURDAY** *(preregistration required)*
*1:00 pm to 4:00 pm*
*Hyatt Regency - 3rd: Discovery A*
**Awesome Websites for Teaching and Learning**
*1:00 pm to 2:00 pm*

***Heather Moorefield-Lang***, *University of South Carolina*

The American Association of School Librarians Best Websites for Teaching and Learning Committee creates an annual list of websites in the areas of education and instruction. Now in 2015 the committee has released its seventh list and recognized its 175th site. In this session learn about the AASL Best Websites site, past year's recognized winners, interact with this year's winning online tools, and how discover how these can be used in classrooms, libraries, with educators, and students. Handouts, bookmarks, and integration ideas will be delivered during this informative and interactive session. Bring your favorite technology for hands-on fun!

**It's Classified! Discovering Google Classroom**
*2:00 pm to 3:00 pm*

***Susan Grigsby***, *Forsyth County Schools*

Streamline your classroom assignments and assessments with the power of Google Classroom. This session will show you how to use the program to allow your students to collaborate in real time and allow you to gather responses and student work within the framework of Google Apps for Education. You will also be given ideas on how to integrate Google Classroom with an existing learning management system to personalize learning for your students. BYOD!

**Educating Tomorrow's Digital Citizens Today**
*3:00 pm to 4:00 pm*

***Christina Cucci,*** *School Library*
***Bruce Robert DuBoff***, *School Media & Technology*

Students today engage with technology in their daily lives, especially with many schools adopting 1:1 initiatives (iPads, Chromebooks, etc). But, many educators fail to instruct students on the methods to stay safe online. Without a firm grasp of digital citizenship, students are likely to become targets for predators, advertisers, and phishers. This presentation will highlight K-12 digital citizenship skills for effective student use including cyberbullying, website reliability and validity, and ethical use of information. Additionally, parent information is a critical component of teaching digital citizenship. Parent resources will be shared in order to gain trust and understanding from key stakeholders. BYOD welcome

**TECH SATURDAY WORKSHOP: Text Adventures: Easy-to-Create Video Games for Case-based Learning and More** *(preregistration required)*
*1:00 pm to 4:00 pm*
*Hyatt Regency - 3rd: Discovery B*
***Lucas John Jensen***, *The University of Georgia*
This workshop will begin with a survey of current trends in video games, focusing on interactive fiction and branching narratives. A number of easy-to-use programming tools and languages will be demonstrated, particularly the free, open source, HTML 5-based game engine Twine.Twine takes just minutes to learn and has interesting implications for case-based learning, creative writing, prototyping, and more! Bring your own technology and be prepared to plays.

**001. NSF Early Career Development Symposium**
*8:00 am to 5:00 pm*
*Hyatt Regency - 3rd: Vision*
Chairs:
***Fei Gao***, *Bowling Green State University*
***Wei Wang***, *Iowa State University*

**002. 01-W1 Workshop (preregistration required)**
*9:00 am to 4:00 pm*
*Hyatt Regency - 3rd: Studio 1*
**Learning Design Workshop**
***Dr. Gráinne Conole***, Bath Spa University
The participants will engage with a range of learning design conceptual tools and a social networking site for sharing and discussing learning and teaching ideas. They will work in groups and will periodically share back their discussions with the rest of the participants. They will benefit from having a laptop by which to join in activities. Artefacts produced will be captured and made available online.

**003. 01-W2 Workshop (preregistration required)**
*9:00 am to 4:00 pm*
*Hyatt Regency - 2: Theory A*
**Creating Interactive Content with Adobe Edge Animate** ***Peter Rich***, Brigham Young University
This hands-on, half-day workshop will help participants use Adobe Edge Animate to create animated, interactive instructional elements. By the completion of the workshop, each participant will have learned basic Adobe Edge Animate skills that will give them the ability to create professional-level interactions. Additionally, participants will learn how to create dynamic interactions using Javascript, and interact with data using XML.

**004. 01-W3 Workshop (preregistration required)**
*9:00 am to 4:00 pm*
*Hyatt Regency - 2: Theory B*
**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.

**005. 01-W4 Workshop (preregistration required)**
*9:00 am to 4:00 pm*
*Hyatt Regency - 2: Concept A*
**How to Analyze and Improve Human Performance**
***Joel Gardner***, Franklin University
***Lewis Chongwony***, Franklin University
In the field of educational technology, our goal is to enable learners to apply new knowledge to their work and lives. However, we often ignore critical dynamics that short-circuit performance in the real-world environment. The related field of human performance technology offers methods for identifying and resolving performance issues. For several years, the workshop facilitator has gained performance expertise, including certification as a performance technologist. In this hands-on workshop, the facilitator will share this expertise with participants, who will apply tools and strategies to identify performance issues, clarify their causes, and develop a solution set for performance improvement.

**006. 01-W6 Workshop (preregistration required)**
*9:00 am to 4:00 pm*
*Hyatt Regency - 2: Concept CD*
**What Every Teacher Educator Needs to Know**
***Andrea Ray***, Liberty University
Create effective professional development that produces sustainable change in teachers' classroom instructional practices. Utilize a multi-step design process framed by best practices in professional development, educational change, and instructional design. Bring an idea for professional development that meets the needs of the teachers in your school or district. Leave with a rough draft of a professional development plan designed to produce sustainable change in teachers' instructional practices.

**007. 04-W1 Workshop (preregistration required)**
*1:00 pm to 4:00 pm*
*Hyatt Regency - 3rd: Studio 5*
**Accelerating Analysis of Learning: Using the FUN! Tool to Automatically Adapt, Analyze, and Visualize Data**
***Kevin Close***, Utah State University; ***Sarah Brasiel***, Utah State University; ***Phil Janisiewicz***, Agile Dynamics
Digital learning environments are becoming more prevalent and datasets are becoming larger, but many researchers are still parsing data using spreadsheet software and graduate student labor. The academic community, like the business community, needs tools to automate repetitive processes and to manage the increasing amount of data. In this 3-hour workshop, attendees will learn to use a new tool called the Functional Navigation Tool, or FUN! Tool, to adapt, analyze, and present their data.

**008. 04-W2 Workshop (preregistration required)**
*1:00 pm to 4:00 pm*
*Hyatt Regency - 3rd: Studio 6*
**Demonstrating First Principles of Instruction** ***M.David***

***Merrill***, Retired Utah State University

This workshop demonstrates First Principles of instruction using fully interactive examples both from the book and additional examples of interactive instruction that illustrate these principles and a problem-centered approach to instruction. In addition the workshop includes examples of interactive applications.

**009. 04-W4 Workshop (preregistration required)**
*1:00 pm to 4:00 pm*
*Hyatt Regency - 3rd: Studio 4*

**ReViewing the Instructional Design & Technology Timeline through a Lens of Social Justice** ***Amy C Bradshaw***, University of Oklahoma

This workshop revisits the Instructional Design and Technology timeline to consider key events in their broader social context, with purposes of (1) Raising awareness of our field's collective blind spots regarding racism, unearned privilege, and social injustice; (2) Unpacking common fallacies of social neutrality; (3) Identifying and considering damages of ignoring these issues; (4) Reflecting on what can be gained by sincerely engaging these issues; and (5) Facilitating collaborative engagement with these issues. Prior to the workshop, participants are asked to read Takacs, D. (2003). How does your positionality bias your epistemology? The NEA Higher Education Journal: Thought & Action, 27-38. Available as a free download here: http://www.nea.org/assets/img/PubThoughtAndAction/TAA_03_04.pdf

**010. AECT Board of Directors Meeting I**
*1:00 pm to 5:00 pm*
*Hyatt Regency - 2: Network*
Chair:
***Robert Maribe Branch***, *University of Georgia*

**011. Tech Trends Editorial Board**
*4:30 pm to 5:30 pm*
*Hyatt Regency - 3rd: Discovery A*
Chair:
***Charles Hodges***, *Georgia Southern University*

**012. AECT Leadership Meeting & Dinner (RSVP-Invitation only)**
*6:00 pm to 9:00 pm*
*Hyatt Regency - 3rd: Cosmopolitan B*

# NEWS & NOTES

***SPECIAL STATE OF THE ASSOCIATION EDITION***
**Robert Maribe Branch, AECT President**

Welcome to the Association for Educational Communications and Technology monthly newsletter. This month we take this opportunity to report to the membership regarding the state of the association.

AECT continues to grow. Not only is membership increasing but the stature of the association and international recognition also continue to increase. Our Strategic Plan is serving us well as a guide to enhancing AECT, making membership ever more valuable. Following are some highlights from the past year:

- TechTrends and ETR&D have achieved greater scholarly recognition and now reach more readers. Several electronic journals have been added to the growing list of AECT member resource publications. All of these publications also represent increased opportunities for members to publish. Rising impact factors and placement in Google Scholar help to demonstrate the strong reputation of AECT journals.
- Publishing partnerships with Springer and Taylor & Francis are adding resources and offering members more new opportunities to publish. Springer's Major Reference Work, an electronic resource that will be continually updated, is set to launch; and a fifth edition of the Handbook of Research on Educational Communications and Technology is in the making. Members are continuing to add books and briefs to the AECT resource collection.
- The annual AECT International Convention in Jacksonville, Florida, last fall set a new attendance record, drawing 950 participants from around the globe. The Indianapolis, Indiana, convention this year is shaping up well. AECT's strength and stability are evident in the setting of dates and locations for annual conventions five years out.
- AECT Research Symposia add to members' knowledge both at the events and through published proceedings. The next U.S.-based research symposium will be in Bloomington, Indiana, in 2016.
- AECT's History Makers gained renewed recognition with a name change to AECT Legends and Legacies.
- AECT's global influence also continues to expand. International research symposia in Turkey and China this year were resounding successes. The proceedings collections are in press. Future international symposia are set for Korea and Indonesia in 2016 and Hong Kong in 2017. Plans are in the discussion stage for Germany in 2018 and Thailand in 2019.

**013. Committee: Professional Ethics**
*7:00 am to 8:00 am*
*Hyatt Regency - 3rd: Cosmopolitan C*
Chair:
***Brian Belland***, *Utah State University*

**014. Intern Meeting - Wednesday**
*7:00 am to 8:00 am*
*Hyatt Regency - 3rd: Outlook Boardroom*

**015. Committee: AECT Awards**
*8:00 am to 9:00 am*
*Hyatt Regency - 3rd: Cosmopolitan C*
Chairs:
***Chris Miller***, *Morehead State University*
***Jay Harriman***,

**016. D&D -IDT Professor's Forum**
*8:00 am to 11:00 am*
*Hyatt Regency - 3rd: Cosmopolitan D*
Discussants:
***Brian Belland***, *Utah State University*
***Lauren Cifuentes***, *Texas A&M University--Corpus Christi*
***M.David Merrill***, *Retired Utah State University*
***Charles Hodges***, *Georgia Southern University*
***Sharon Smaldino***, *Northern Illinois University*
***Rebecca P. Butler***, *Northern Illinois University*
***Andrew Gibbons***, *Brigham Young University*
***Dirk Ifenthaler***, *Curtin University*

When might we be tripping over the line between professional practice and professional malpractice? Professors in instructional design and educational technology are confronted with situations on a daily basis when conducting their own research but also as educators, supervisors, and mentors of instructional designers, educational technologists, and future faculty and researchers. This session brings together a pool of faculty who have been answering this pressing question from various areas of work involving ethics in design and learning analytics, data privacy issues, digital copyrights, intellectual property, research participants, data manipulation, selection of appropriate technology, and instructional designer competencies.

**017. NSF Early Career Development Symposium - Wednesday**
*8:00 am to 12:00 pm*
*Hyatt Regency - 3rd: Vision*
Chairs:
***Fei Gao***, *Bowling Green State University*
***Wei Wang***, *Iowa State University*

**018. Pit Stop - Wednesday**
*8:00 am to 5:00 pm*
*Hyatt Regency - 3rd: Studio Lounge*

AECT wishes to welcome all our members and guests to the 2015 Convention! At a racetrack, the Pit Stop is a chance to re-fuel, change your tires, and get needed quick repairs. This conference is a chance for that same re-charge of your professional development! First Timers, Retired Members, International Members, Graduate Students, and ALL attendees... we will have coffee and tea available between the hours of 9:00am and 11:00am on Thursday and Friday. We will also have a few charging stations available in the Pit Stop to plug-in and re-charge your mobile devices to keep you up and running! Please use the Pit Stop as a space to gather anytime during the conference to meet new colleagues, greet old friends, or just connect with others! Hours are Wednesday through Friday, 8am–5pm.

**019. SMT -Board of Directors Meeting**
*8:00 am to 9:00 am*
*Hyatt Regency - 3rd: Cosmopolitan A*
Chairs:
***Rebecca D Hunt***, *Northern Illinois University*
***Dennis Beck***, *University of Arkansas*

**020. TED -Board of Directors Meeting**
*8:00 am to 9:00 am*
*Hyatt Regency - 2nd: Regency AB*
Chairs:
***T J Kopcha***, *University of Georgia*
***Jesse Strycker***, *East Carolina University*

**021. 11-W1 Workshop (preregistration required)**
*9:00 am to 12:00 pm*
*Hyatt Regency - 2nd: Regency E*

**Using Collaborative Tools to Design an Online Learning Community** ***M. Aaron Bond***, Virginia Tech; ***Lujean Baab***, Virginia Tech

When designing courses it is important to provide an environment that promotes diverse ideas, cultures, and backgrounds. Incorporating opportunities for collaboration and interaction for students in course design can greatly enhance student learning and course quality. Turning a classroom into a learning community can provide a richer experience for students. Participants in this workshop will explore collaborative tools and pedagogical practice designed to turn the classroom into a thriving learning community.

**022. 11-W3 Workshop (preregistration required)**
*9:00 am to 12:00 pm*
*Hyatt Regency - 2: Theory A*

**Making Thinking Visible with Technology** ***Clif Mims***, University of Memphis

With freely available Web 2.0 tools and mobile apps students can be empowered to provide evidence of their thinking and demonstrate their understanding of course content in multiple ways (text, images, audio, video, presentations, artwork, and more). Lessons and activities that integrate the Visible Thinking routines with technology often simultaneously incorporate 21st century skills. Thus, Making Thinking Visible with

Technology (MTVT) provides opportunities to embed students in rich learning opportunities that weave together many of the tenants and best practices for which educational innovations and reform measures call. Strategies for designing lessons and practical tips for implementation will be shared. "It's not about the technology. It's about learning."

**023. 11-W4 Workshop (preregistration required)**
*9:00 am to 12:00 pm*
*Hyatt Regency - 2nd: Regency F*

**Online learning analytics on social networking sites: how to tap the potential of data mining in research of educational technology** ***Qiang Hao***, University of Georgia; ***Robert Maribe Branch***, University of Georgia

This half-day workshop is designed for educational researchers interested in learning analytics and data mining. By the end of the workshop participants will be able to 1) identify research questions that can be explored through data mining, 2) extract big data from social networking sites, like Facebook and Twitter, 3) identify ways to answer relevant research questions using big data analysis techniques. The only prerequisite is to have your own ideas for online learning activities.

**024. 11-W7 Workshop (preregistration required)**
*9:00 am to 12:00 pm*
*Hyatt Regency - 3rd: Studio 4*

**Creativity in education** ***Brad Hokanson***, University of Minnesota

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

**025. 11-W8 Workshop (preregistration required)**
*9:00 am to 12:00 pm*
*Hyatt Regency - 3rd: Studio 5*

**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 (http://elearning.coe.uga.edu).

**026. 11-W9 Workshop (preregistration required)**
*9:00 am to 12:00 pm*
*Hyatt Regency - 2: Theory B*

**Computer Programming for Mere Mortals Using 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 (this was the language of Apple's HyperCard from several years ago).

**027. CLT -Board of Directors Meeting**
*9:15 am to 10:15 am*
*Hyatt Regency - 3rd: Outlook Boardroom*
Chairs:
***Camille Dickson-Deane***, *Montgomery County Community College*
***Peggy Ann Lumpkin***, *Young Harris College*

**028. INTL -Board of Directors Meeting**
*9:15 am to 10:15 am*
*Hyatt Regency - 3rd: Cosmopolitan A*
Chairs:
***Danilo M. Baylen***, *University of West Georgia*
***Yu-Chang Hsu***, *Boise State University*

**029. ST&C -Board of Directors Meeting**
*9:15 am to 10:15 am*
*Hyatt Regency - 2nd: Regency AB*
Chairs:
***Hoyet Hemphill***, *Western Illinois University*
***Beth Rajan Sockman***, *East Stroudsburg University of Pennsylvania*

**030. DDL -Board of Directors Meeting**
*10:30 am to 11:30 am*
*Hyatt Regency - 2nd: Regency AB*
Chairs:
***Linda L. Mellish***, *East Carolina University*
***Anthony Pina***, *Sullivan University System*

**031. ICEM -Board/Membership Meeting**
*10:30 am to 11:30 am*
*Hyatt Regency - 3rd: Cosmopolitan A*

**032. MPD -Board of Directors Meeting**
*10:30 am to 11:30 am*
*Hyatt Regency - 3rd: Outlook Boardroom*
Chair:
***Yadi Ziaee***, *Athens State University, Athens, AL.*

**033. D&D -Board of Directors Meeting**
*11:15 am to 12:30 pm*
*Hyatt Regency - 3rd: Cosmopolitan C*
Chairs:
***Anne Mendenhall***, *Church of Jesus Christ of Latter-day Saints*
***Darryl Draper***, *Old Dominion University*

**034. GSA -Executive Board Meeting**
*11:45 am to 12:45 pm*
*Hyatt Regency - 2nd: Regency AB*
Chair:
***Jason A Engerman***, *Penn State University*

**035. Morehead State University Doctoral Seminar-1**
*11:45 am to 12:45 pm*
*Hyatt Regency - 3rd: Discovery A*

**036. OT&P -Board of Directors Meeting**
*11:45 am to 12:45 pm*
*Hyatt Regency - 3rd: Cosmopolitan A*
Chairs:
***Mary Jo DeJoice***, *Davis & Elkins College*
***Nancy B. Hastings***, *University of West Florida*

**037. RTD -Board of Directors Meeting**
*11:45 am to 12:45 pm*
*Hyatt Regency - 3rd: Outlook Boardroom*
Chairs:
***Jonathan McKeown***, *University of Tampa*
***E-Ling Hsiao***, *Valdosta State University*

**038. D&D -PacifiCorp Design Competition Participant Reception**
*12:15 pm to 1:15 pm*
*Hyatt Regency - 1: Level One*

**039. AECT - Effective implementation of Real Time Feedback**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Cosmopolitan C*

**040. CLT - Technology through the Lens of Civics, Group Biases, Cultural Barriers**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Studio 3*
Facilitator:
***Ty Hollett***, *Pennsylvania State University*

**Civic Engagement with Technology Across Space, Time, and Scale** ***Ty Hollett***, Pennsylvania State University; ***Jeremiah Isaac Holden***, University of Colorado Denver

This paper advances theoretical and pedagogical reinterpretations of connected learning, or peer-supported and interest-driven learning with digital media. Connected learning advocates learning that is oriented toward academic, economic, and civic engagement. We reimagine new geographies of political opportunity for youth in terms of civic geographies through an examination of two technology-enhanced projects: Metro: Building Blocks and the Michigan Student Caucus. Implications - and limitations - concern learning and political participation across space, time, and scale.

**Perspective-taking: Decreasing Explicit and Implicit Out-Group Biases** ***Phoebe Pahng***, Northwestern University

My underlying research question is whether perspective-taking can "debias" political thoughts such as active polarization. For the research question, I hypothesize: 1) that perspective-taking will reduce explicit/conscious dislike for the political out-group and 2) that perspective-taking will reduce implicit/unconscious dislike for political out-group. In this study, I will focus on two groups, each of which is located at the two ends of the political spectrum: conservatives and liberals.

**Towards a Theory of Cultural Barriers to the Implementation of ePortfolios for Assessment** ***Michael K Thomas***, University of North Carolina Charlotte

The presentation explores issues related to the implementation of ePortfoios for the purpose of assessment in higher education contexts. The issue of culture is centralized in an analysis of instructors' perspectives on ePortfolios use and development. The goal is the emergence of a theory to explain cultural issues related to ePortofolio implementation.

**041. D&D 06:Instructional Designers**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Cosmopolitan D*
Facilitator:
***Nicola Wills-Espinosa***, *Universidad Casa Grande*

**Training Instructional Designers: Engaging Novices in ID Process through a Progressive Case** ***Lina Souid***, Syracuse University; ***Tiffany A. Koszalka***, Syracuse University

Instructional design novices learn to identify and address performance problems by studying authentic cases. An authentic case was created for a face-to-face setting to demonstrate to graduate students the complexities of the ID process. The case is interactive, eliciting frequent responses and reflections, and progressive, requiring students to adjust their assumptions, opinions, and recommendations based on emerging information. This session will incorporate an interactive demonstration and lessons learned from evaluative data.

**Creating Effective Instructional Design: Feedback Loops and Habitus** ***Ardelle Pate***, Concordia University Chicago; ***Jeffrey Hunt***, Concordia University Chicago

Feedback loops within the instructional design of an online course are essential elements necessary for

institutional growth. This presentation demonstrates and discusses the degree to which feedback loops need to be considered in course design. While stressing the power of personal, institutional, and organization habitus, the presenters will link the theory of habitus to the design of a course. The presentation addresses how instructors and learners will need to adapt to these new digital environments.

**042. D&D 20: Game-Based Learning**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2nd: Regency AB*
Facilitator:
***Rebecca Yvonne Bayeck***, *Penn State University*

**A Systematic Literature Review of Game-based Pedagogy to Teach Computer Programming** ***Zahira Merchant***, Texas A&M University

To investigate whether game-design pedagogy can be effective in teaching K-12 students computer-programming concepts, a systematic literature review was conducted. Using the method outlined by Gaddard (2004), a total of six studies were extracted from a pool of 492 found after conducting database searches. Four areas were reviewed; descriptive features of the studies, types of assessment used, research methodology used, and effectiveness of game-based pedagogy to teach programming. Results are encouraging and will be discussed.

**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.

**043. D&D 43: Instructional Technology**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Vision*
Facilitator:
***Fatih Ergulec***, *indiana university bloomington*

**A Review of Literature on Mobile Question-Answer Systems: Subject Matter, Teaching Strategy, Context and Student Perception** ***Amine Hatun Atas***, Middle East Technical University; ***Omer Delialioglu***, Middle East Technical University

This systematic literature review consists of a thematic synthesis of qualitative articles published on the use of Question-Answer Systems (QAS) s via mobile devices in lecture-based courses within last 7 years timeframe on four variables, which are subject matter in which the QASs are implemented, the teaching strategies including the purpose and pedagogy behind using these tools, context of the courses and lastly student perceptions about the effectiveness of the QASs.

**A Systematic Approach to Teaching Students to Design Social Networking Sites** ***Diane Hamilton Hancock***, Western Illinois University; ***Leaunda Hemphill***, Western Illinois University; ***Hoyet Hemphill***, Western Illinois University

This paper outlines an instructional modality used to teach students to develop online social networking sites. Strategies were provided in selecting credible, information for inclusion in their SNS and sequenced instructions for using photo and video, presentations, blogs, graphics, hyperlinks, text boxes, and hyperlinks in website design. Discussion will also focus on how students used their peer-to-peer blogs to critique others' SNSs, acquire relevant information, improve their layout and design, and expand their resource base.

**044. D&D Panel Session (2)**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Cosmopolitan A*
Facilitator:
***Matthew Schmidt***, *University of Hawaii, Manoa*

**Panel Discussion: Teaching & Integrating Games and Gamification** ***Michael M Grant***, University of South Carolina; ***Charles Hodges***, Georgia Southern University; ***Craig Shepherd***, University of Wyoming

The topics of games and gamification in learning have persistently been cited as important or cutting-edge. The purpose of this panel is to present a wide variety of courses and projects that incorporate teaching with and about games and gamification across varying contexts. Presenters will demonstrate and share various game-based resources. Audience members will be able to contribute their experiences and ask for additional details, advice, and recommendations from the panel.

**045. DDL - Gaming & Informal Learning**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2nd: Regency F*
Facilitator:
***Dorothy Day-Chaney***, *Sullivan University System*

**Are digital games welcome in distance education or not?** ***aysun güneş***, Anadolu University

Games are inseparable parts of education in general. In traditional learning, teachers liven up the learning environment they set for their students with the helps of both conventional and digital games that spark the hidden fire of wish for learning. Especially in this technology age, people are prone to enhance their

learning experience with the helps of digital games. Traditional learning environments are used to this kind of integration of the games but what about distance learning?

**Training Adult Volunteers Working With Youth in Informal Learning Environments** ***Clif Mims***, University of Memphis; ***Tod N Traughber***, Ed.D Instructional Design and Technology, University of Memphis

Each year, adults with limited or no pedagogical training will volunteer to work with youth in sports, social and civic organizations, extra-curricular activities, and religious institutions. How does a new mentor lead youth when they have no formal training in this field? This presentation will focus on the training of adult leaders seeking to mentor youths in a non-traditional learning environment using asynchronous, self-paced, and computer based instructional modules.

**046. DDL - Teaching Online**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2nd: Regency E*

**Does Online Make It Harder? Instructors' Practices, Perceptions, and Challenges Regarding Providing Feedback in Online Courses** ***Yuming Peng***, Indiana University Bloomington; ***Xiaokai Jia***, Indiana University; ***Barbara Bichelmeyer***, UMKC

The authors adopted the qualitative approach and interviewed 15 online instructors from eight departments in a Mid-western university. The interview protocol was developed by following the process of expert reviews and cognitive interviews guided by Harless' (1970) Human Performance framework. The results indicate instructors had different perceptions toward quality feedback based on their teaching beliefs and assignment types. Five advantages of providing feedback online and implications for online instructor professional development will also be discussed.

**Fostering Interaction In Distance Learning through Purposeful Technology Integration in Support of Learning Goals** ***Wei Li***, Virginia Tech; ***Jennifer Brill***, Virginia Tech

Facilitating effective distance learning interaction depends on the use of current technologies. Substantiated technology integration strategies are needed for distance educators to make informed choices about technologies as well as learning goals. Technology attributes and pedagogical factors that contribute to distance learning interaction are discussed. An interaction framework prototype, arising out of a design and development research effort, is also presented. This session would be of particular interest to distance education designers and educators.

**047. DDL Panel Session: Culture & Online Learning**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2: Network*

**Is Online Learning Democratic? Cultural blocks in Online Learning** ***Huiruo Chen***, University of South Florida; ***Glenn Smith***, University of South Florida; ***Yadi Ziaee***, Athens State University, Athens, AL.

Cultural factors that influence international students' performance in online courses, and suggest ways to facilitate their participation. Some international students, especially Asian and Middle-East students, are less engaged in online classes. Instructors of online courses might pay more attention to cultural factors when planning and delivering the courses. Instructors need to find out more effective methods to help facilitate international students' participation in online inter-activities and help them be more active in classes.

**048. FRS - Technology Integration (TED)**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2: Concept A*

Facilitator:
***Dirk Ifenthaler***, *Curtin University*

**Theories that Work: Pre-service and Practicing Teacher Evaluations of Technology Integration Models** ***Royce Kimmons***, Brigham Young University; ***Cassidy Hall***, University of Idaho Doceo Center for Innovation + Learning

Technology integration models provide structure for the complex task of integrating technology in the educational environment. However, a problem lies in choosing the proper model to fit contextual needs of practitioners. In this study, we report on a survey of K-12 teachers and teacher candidates wherein they evaluated known models (e.g., TPACK, SAMR, RAT, TIP) and provided insight on what makes a model valuable for them in the classroom.

**049. GSA - Meet GSA & Divisions**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2: Concept CD*

Facilitator:
***Megan Conners Murtaugh***, *Post University*
Presenters:
***Tonia A. Dousay***, *University of Wyoming*
***Angela Benson***, *The University of Alabama*
***Anne Mendenhall***, *Church of Jesus Christ of Latter-day Saints*
***Jonlee Anderle***, *University of Wyoming*
***Hsin-Te Yeh***, *Metropolitan State University of Denver*
***John Curry***, *Morehead State University*
***Tim Boileau***, *Indiana State University*
***Enilda Romero-Hall***, *University of Tampa*
***Paige Hale***, *Morehead State University*

***Eugene Kowch***, *University of Calgary - Faculty of Ed*
***Kristin Brynteson***, *Northern Illinois University*
Are you new to AECT or have not joined a special interest division? This session is helpful for not only graduate students but all new AECT members as well! Come meet division representatives from Culture, Learning & Technology (CLT); Design & Development(D&D); Distance Learning; Graduate Student Assembly (GSA); International; Multimedia Production; Research & Theory; School Media & Technology; Systems Thinking & Change (ST&C); Teacher Education (TED); and Training & Performance divisions of AECT. Learn how you can become actively involved in our professional organization by joining one or more of these divisions.

**050. History & Archives: Freud - Star Trek - iPads - Learning from the Past into the Future**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2: Theory B*
Presenter:
***Bettylynne Gregg***, *Northern Illinois University*
This session, sponsored by the AECT History and Archives Committee, will present historical research on the use of instructional materials from 1957-1982 from a pedagogical and functional perspective. This session will present research conducted on portable and responsive instructions materials including changes in terminology and trends. As a unique analytical perspective to the field of educational technology, a failure mode and effect analysis was conducted to discover the functional success or failure of these materials.

**051. KSET - Learning analytics**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Studio 4*
Facilitator:
***Dongho Kim***, *The University of Georgia*
**What Makes a Learning Analytics Dashboard Successful?** ***Dongho Kim***, The University of Georgia; ***Meehyun Yoon***, The University of Georgia; ***Yeonjeong Park***, Ewha Womans University; ***Il-Hyun Jo***, Ewha Womans University
Despite growing interests in Learning Analytics Dashboard (LAD), few studies have investigated factors that determine successful LAD.This study investigated structural relationships among design and learner factors for a successful LAD. The data collected from 273 university students enrolled in one online course over two consecutive semesters was analyzed using structural equation modeling. The result indicates that boosting learners' understanding and reflective use is needed to promote their perceived effectiveness and behavioral changes.

**Exploring Relations between Graph Literacy and Learning Analytics Dashboard Interpretation** ***Eun ji Lee***, Ewha Womans University; ***Jihyun Yu***, Ewha Womans University; ***Yeonjeong Park***, Ewha Womans University; ***Il-Hyun Jo***, Ewha Womans University; ***Hanall Sung***, Ewha W. University
Learning Analytics Dashboard (LAD) is a tool to deliver learners' behavioral information intuitively via visualized graphs. However, depending on graph literacy, learners interpret LAD in different levels. Consequently, the purpose of this study was to measure learners' graph literacy level and examine their exploration process on LAD. With the concepts of graph literacy, this study presents the relations between learner's graph literacy as a learner characteristics and LAD interpretation process as their learning process.

**Course-tailored Prediction Model: Enhancing Learner Performance Prediction by Adaptive Use of Proxy Variables** ***Meehyun Yoon***, The University of Georgia; ***Dongho Kim***, The University of Georgia; ***Yeonjeong Park***, Ewha Womans University; ***Il-Hyun Jo***, Ewha Womans University
We (a) presented a data mining process to construct proxy variables indicative of learners' high performance in asynchronous online discussion (AOD) contexts, (b) compared the accuracy of local prediction models to that of generic prediction models, and (c) proposed an adaptive prediction system (APS) that generates local prediction models. The result indicates: (1) a local prediction model outperforms a generic model in terms of accuracy and stability, and (2) the proxy variables are valid predictors that represent indicators of successful learning in AOD.

**052. MPD-Lessons Learned: Story Books to Games**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2: Concept B*
Facilitator:
***Jamie Bernhardt***, *Georgia State University*
**Losing is Learning: Using Gaming Concepts to Teach Failure as Part of the Learning Process** ***Lenora Jean Justice***, Morehead State University
Games are well known for using failure as part of the learning experience rather than an end result. Conversely, many traditional school settings use failure as an end result. Students of a graduate educational games and simulations course were polled before and after the course to determine the change in their opinions about failure in education. This session will highlight the gaming concepts covered in class as well as the student comments, feedback, and responses.

**Preschool Students' Attitudes toward Magic Story Books** ***Sevda Kucuk***, Istanbul University; ***rabia meryem yilmaz***, ataturk university; ***Yuksel Goktas***, Ataturk University
The purpose of this study is to reveal the prescool students' attitudes toward magic story books which are created with AR technology. Explanatory research

design was used in this study. The data were collected with quantitative and qualitative methods from 106 preschool students. Based on findings, students were mostly pleased with the magic story books. The results of this study suggest that magic story books may provide better motivation for children to read than conventional books.

**053. Presidential: Emerging Technologies Showcase**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Cosmopolitan B*
Chair:
***Tutaleni I. Asino***, *Penn State University*
Facilitator:
***Kyle L. Peck***, *Pennsylvania State University*

**Use of mobile app: "Whatsapp" in an online teacher professional development *Tasneem Anwar***, University of Minnesota

**Slack and Colloboration *Rebecca Yvonne Bayeck***, Penn State University

**An Open Analytics System and Real-Time Student Dashboards *Robert Bodily***, Brigham Young University

**3Doodling for creativity and prototyping *Tonia A. Dousay***, University of Wyoming; ***Trina Kilty***, University of Wyoming

**Digital Badges *Chris Gamrat***, Penn State University

**HOWARD (Helping Others With Argumentation and Reasoning Dashboard) *Peter Hogaboam***, Indiana University; ***Cindy Hmelo-Silver***, Indiana University Bloomington; ***Susan Lajoie***, McGill University; ***Ricki Goldman***, New York University; ***Stephen Bodnar***, Radboud University; ***Maedeh Kazemi***, McGill University; ***Yuxin Chen***, Indiana University

**Creating Own Augmented Reality in Foreign Language Instructions *Yukii Hoshino***, Emporia State University; ***Amy Murphy***, Emporia State University

**Using iBeacons and mobile technologies to support learning in outdoor community spaces *Susan Land***; ***Heather Toomey Zimmerman***, Penn State University; ***Jessica Briskin***, Penn State University; ***Chris Millet***, Penn State

**Using iPads with Multimedia Accessories for Project-Based Learning *Jamie Loizzo***, University of Nebraska-Lincoln

**Gamification and Learning Analytics: Building a bridge to 21st century assessment *Edward Mertens***, California State University, Fresno

**Alexa and Echo - Online Learning with Amazon's Active Digital Assistant *Rucha Modak***, University of Southern Maine; ***Shawn Vashaw***, Penn State

**OneNote for Course Design Management *Megan Conners Murtaugh***, Post University

**Using Swivl for Video Capture with Automated Movement Tracking *Amie Norden***, University of Minnesota

**Experiences with Solstice in Immersive and Active Learning Classrooms *Tiffany Roman***, Indiana University; ***Serdar Abaci***, Indiana University

**Assistive Technologies for Equal Access in General Education *Jooyoung Seo***, Penn State; ***Amii Eunsung Park***, Penn State University

**Using iBeacons and mobile technologies to support learning in outdoor community spaces *Susan Stansberry***, Oklahoma State University; ***Penny Thompson***, Oklahoma State University; ***Scott Haselwood***, Oklahoma State University; ***Alesha Baker***, Oklahoma State University

**VR Gear: The Virtual Reality Frontier (with Demo Model) *Shawn Vashaw***, Penn State

**Advancing Synchronous Interaction with UMU *Qing Zhang***, Pennsylvania State University

**Augmented reality as a way of linking metadata to images *Edward Francis Schneider***, University of South Florida

**Do you Diigo and Curriculet *Jennifer Lynn Weible***, Penn State University

**User-centric design *Karen Wondergem***, West Coast University

**Technology Training Course Using Articulate Storyline 2**
***Briju Thankachan***, Ohio University

The concept of "emerging" is an elusive one, especially because the very nature of the word implies newness or a process of coming into being with a goal of often becoming popular. There are many different emerging technologies that can play a role in accelerating learning and facilitate racing into the future. AECT has a duty and a responsibility to be on the cutting edge of new technologies if it is to live up to its mission statement. Put differently, to "promote the effective design and use of technologies in the teaching/learning process, worldwide ", AECT as an organization and members as individuals must not only be aware of the latest technologies but also share with each other different ways they are using these emerging technologies. This session will showcase the emerging technologies being used by innovative AECT members.

**054. RTD - Online Learning**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Discovery B*
Facilitator:
***Yi-Chun Hong***, *Arizona State University*

**Conceptualizing and Investigating Instructor Presence in Online Learning Environments *Jennifer***

***Richardson***, Purdue University; ***Adrie Koehler***, Purdue University; ***Jieun Lim***, Purdue University; ***Erin Besser***, Purdue University; ***Secil Caskurlu***, Purdue University; ***Chad mueller***, Purdue University

The increase of online learning opportunities has led educational researchers to pay more attention to instructor practices. Using a case study methodology, this study conceptualizes instructor presence framed by the Community of Inquiry literature. The investigation explores the behaviors of 12 online instructors and provides a gateway to strategies and insights into how to make the best use of online instructional time and discusses useful ways for practitioners to improve their own experiences.

**Exploring Factors Associated with Unsuccessful Completion in an Online Science Course** ***John C Stewart***, West Virginia University; ***Cheryl Murphy***, University of Arkansas

This study investigated low course completion rates in an online physics lecture course. The authors used 10 years of data (N=3972) to establish completion patterns and isolate student variables that uniquely contributed to unsuccessful course completion in online sections. Differences in rates of repeating students, lower rates of repeating student completion, and early disengagement by repeating students were found to be important. Results implied the need for early interventions and policies regarding repeating students.

**055. RTD - Personalized Learning**

*1:00 pm to 2:00 pm*

*Hyatt Regency - 3rd: Discovery A*

Facilitator:

***Naomi Malone***, *Cognitive Performance Group*

**Identifying the Relationship between Group Communication Behavior and Student Learning Style in Collaborative Learning: A Case of Inquiry-Based Learning Classrooms**
***Suhkyung Shin***, Indiana University; ***Sungwon Shin***, Indiana University; ***Thomas Brush***, Indiana University; ***Krista Glazewski***, Indiana University

This study explored the relationship between group communication behavior and student learning style observed during collaborative learning activities in an inquiry-based learning environment. Six classes from a high school science course were observed, and multiple forms of data were collected to determine the learning style and group communication behavior of the students. Recommendations for designing and implementing collaboration activities in inquiry-based learning classrooms to support students' inquiry-based learning experience will be presented.

**Promoting Personalized Statistics Learning and Instruction through a Modeling Process in an Open Learning Environment** ***Yu-Ju Lin***, University of Georgia

The purpose of this study was to promote personalized statistics learning and instruction through a modeling process in peer and non-peer settings and the appropriate use of open educational resources. The developmental model of personalized statistics learning and instruction was proposed. The interrelationship among individual learning needs, peer and non-peer modeling processes, and the appropriate use of open educational resources could be identified. The findings from an empirical study will be discussed.

**056. SICET - Online Learning Interactions and Technology Integration in Classroom**

*1:00 pm to 2:00 pm*

*Hyatt Regency - 3rd: Studio 6*

Facilitator:

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

**Learners' Perspectives of Interactions in Online Learning** ***Di Sun***, Syracuse Unversity; ***Gang Cheng***, The Open University of China; ***Tianxiao Yang***, Syracuse University

The biggest difference between online learning and face-to-face is interaction experiences, which greatly affects online learners to get the same achievements in traditional instruction. In this study, an inductive grounded theory approach was used to investigate students' experience and opinions of interaction in online learning. In-depth interviews were conducted and analyzed, several important aspects emerged including learning context, reasons, interaction, interaction, content, channels, and benefits of online interaction.

**Impact of Classroom Environment on Integrating Technology into Teaching and Learning** ***Chun-Min (Arthur) Wang***, National Hsinchu U. of Ed.

The paper evaluated an innovative classroom designed for technology integration in a university in Taiwan. The classroom was built in a way to encourage pedagogical change. By inviting teachers to evaluate the classroom, 535 student questionnaire responses and 17 teacher interviews were collected in two semesters. The findings indicate that a well-designed classroom environment does encourage teachers to teach differently. The relationship between classroom environment and pedagogical change is also discussed in the paper.

**Self-Guided Learning of Individuals and Pairs in Second Life: A Case Study** ***Xiaoxue Wang***, Florida Gulf Coast University; ***Michele Stork***, Florida Gulf Coast University; ***Scott Anstadt***, Florida Gulf Coast University; ***Joanna Salapska-Gelleri***, Florida Gulf Coast University; ***Rongrong Xie***, Ningbo Open University, China

With the fast development of MOOCs and other online

learning opportunities, the ability to guide oneself to complete learning tasks becomes an essential skill for both traditional and non-traditional students. This study examined the similarities and differences of self-guided learning in Second Life between students who completed the tasks individually and in pairs. It offers a description of self-guided learning in Second Life, discusses preliminary findings, and draws implications for facilitating self-guided learning in Second Life.

**057. SMT - Mobile learning in the K-12 classroom**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Studio 2*
Facilitator:
***Yang-Hsueh Chen***, *National University of Tainan, Taiwan*

**Effects of Self-Control and School Adjustment on Smartphone Addiction in Elementary School Students** ***Jeongmin Lee***, Ewha Womans University; ***Boram Cho***, Ewha Womans University; ***Yeonji Jung***, Ewha Womans University

The purpose of this study was to examine the effects of self-control and school adjustment on smartphone addiction in elementary school students. A sample of 93 students in the 5th grade at elementary schools located in Seoul, Korea, were surveyed. Descriptive analysis, Pearson's correlation, and multiple regression analysis were performed. The results of this study were as follows: first, among the sub-factors of self-control, instant satisfaction positively predicted smartphone addiction; second, among the sub-factors of school adjustment, keeping school rules negatively predicted smartphone addiction. Based on these results, the implications for preventing smartphone addiction in elementary school students were discussed

**Using the Unified theory of acceptance and use of technology (UTAUT) as a lens to understand the integration of constructivist learning mobile learning** ***Andrew Tawfik***, Concordia University Chicago; ***Neil Testa***, Sanford H. Calhoun High School

To date, mobile learning technologies are integrated within K-12 contexts at an increased pace. However, little research has focused on teacher adoption technology from frameworks such as the unified theory of acceptance and use of technology (UTAUT). To overcome this gap, this study investigated the instructional strategies as mobile devices were implemented within a K-12 district. Using mixed methods, themes related to training, time, and classroom management emerged as influences of behavioral intent to use.

**058. SMT Panel: Information Literacy in Online Schooling: Promises, Pitfalls, and Provision**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Studio 5*
Facilitator:
***Paige Hale***, *Morehead State University*

**Information Literacy in Online Schooling: Promises, Pitfalls, and Provision** ***Dennis Beck***, University of Arkansas; ***Lucy Santos Green***, Georgia Southern University; ***Kathryn Kennedy***, Michigan Virtual Learning Research Institute; ***Ian O'Byrne***, University of New Haven; ***Kristy Pytash***, Kent State University

Children across America are maturing in a media-saturated society. Unfortunately, this often results in poor information literacy. Although much research is available on teaching information literacy in traditional schools, very little was found on teaching it in online schools. This panel will: 1) Unpack the components of teaching information literacy, 2) relate it to existing models and theories for online learning, 3) identify its strengths and weaknesses, and 4) reveal new questions to be explored.

**059. TED-ST&C Panel: Taking a Systems look at Teacher Education for 21st Century Needs**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2: Theory A*
Facilitator:
***Eugene Kowch***, *University of Calgary - Faculty of Ed*

**Taking a Systems look at Teacher Education for 21st Century Needs** ***Ross Perkins***, Boise State University; ***Drew Polly***, UNC-Charlotte; ***Luis Camillo Almeida***, Jackson State University; ***Charles Morgan Reigeluth***, Indiana University; ***Jennifer Karnopp***, Head of School at Robert Frost Charter School; ***Jody Underwood***, Intelligent Automation, Inc.

The majority of teacher education research originates in the United States. Every teacher association and most institutions address technology integration for meeting 21st century needs, but has teacher education really changed? Are pre-service and in-service teachers being prepared to meet the requirements of today's PK-12 student? Does teacher preparation need to change? This joint session panel will explore these questions and more through lively discussion that is sure to open your mind to new possibilities.

**060. ectFoundation Board of Directors Meeting I**
*1:00 pm to 4:00 pm*
*Hyatt Regency - Eagles' Nest*
Chair:
***Ward Cates***, *Lehigh University*

**061. D&D -PacifiCorp Competition Orientation**
*1:30 pm to 2:00 pm*
*Hyatt Regency - 3rd: Studio 1*

**062. D&D -PacifiCorp Competition**
*2:00 pm to 4:00 pm*
*Hyatt Regency - 3rd: Studio 1*

PacifiCorp and the members of Design and the

Development Division of AECT coordinate the PacifiCorp Design and Development Competition for promising instructional design research by graduate students mentored by experts in the field. PacifiCorp is specifically interested in promoting collaboration and mentoring within the professional community. The goals for this award are to: - Improve the professional practice of design and development in adult learning and performance-improvement settings; - Promote collaboration among students, faculty, and practitioners; - Mentor promising students by leaders outside their home institutions; and, - Recognize innovative design-and-development approaches to adult learning and performance-improvement problems. The three teams selected for the third and final phase of the competition and their mentors are: - L&L Design Team: Zhichun Liu & Logan Arrington, Florida State University. Mentor: Ms. Nirupama Akella - ZeNith Solutions: Nurullizam Jamiat & Zhaihuan Dai, Florida State University. Mentor: Dr. Peter Rich - Experience Solutions: Robert Nyland & Matthew Langton, Brigham Young University. Mentor: Dr. Dotty Sammons Competition Judges: Willi Savenye, Rob Reiser, Bill Sugar, Shauna Bona, and a PacifiCorp Judge to be announced at the Conference on competition day. Planning Committee: Mr. Dan Schuch (PacifiCorp), Patricia J Slagter van Tryon (Chair), Jill Stefaniak and Amy Bradshaw.

**063. CLT-MPD-GSA Panel: Cultural Issues and Game-Based Learning**

*2:15 pm to 3:15 pm*

*Hyatt Regency - 3rd: Studio 5*

Chair:

***Jason A Engerman***, *Penn State University*

Facilitator:

***Jamie Bernhardt***, *Georgia State University*

Presenters:

***Alison Carr-Chellman***, *The Pennsylvania State University*

***Roberto Joseph***, *Hofstra University*

***Kurt D Squire***, *University of Wisconsin, Madison*

***Anthony Karl Betrus***, *SUNY Potsdam*

The purpose of this interactive panel is to bring together four experts with extensive experience studying and working with games in learning, with a specific focus on the role that culture plays in learning with and through games. This includes both the culture that the players bring to the game, as well as the culture that the games bring to the players.

**064. D&D 19: Instructional Design Strategies**

*2:15 pm to 3:15 pm*

*Hyatt Regency - 3rd: Cosmopolitan B*

Facilitator:

***Dirk Ifenthaler***, *Curtin University*

**Instructional Design and Technology Competencies: A Review of the Current Literature and Standards** ***Wei Qiang Kelly***, Florida State University; ***James Klein***, Florida State University

Instructional design and technology (IDT) professionals work in various environments with numerous job roles. Despite differences in work settings and job functions, there are many well-documented competencies standards for all IDT professionals. This review of current research literature aims to summarize the instructional design and technology competencies in five areas: core instructional design c, instructional technology, program management, communication and interpersonal skills, and other foundational competencies.

**Observation and awareness of text cues and the impact on team knowledge mapping** ***Ellen Taricani***, Penn State; ***Roy B Clariana***, Pennsylvania State University

Working with students to construct mental maps of their course concepts provides a perfect environment to work with others to create knowledge maps and integrate learning. Almost all courses have specific domain normative content, in fact in most courses, this kind of content is central. Students are able to develop with the assistance of the instructor and other students in this technique of creating a group knowledge map.

**065. D&D 22: Flipped Classroom**

*2:15 pm to 3:15 pm*

*Hyatt Regency - 3rd: Vision*

Facilitator:

***Fabrizio Fornara***, *Florida State University*

**Designing a Flipped Professional Development Program** ***Leaunda Hemphill***, Western Illinois University; ***Hoyet Hemphill***, Western Illinois University

The presentation will focus on the development of a certificate of recognition for teaching program designed to help instructors apply effective instructional strategies in their classes and gain an understanding of their university faculty role. A "flipped classroom" approach was used to prepare participants for the course content before the face-to-face workshop activities. A discussion of the certificate program development, challenges, formative evaluation results, and future direction will be provided.

**Study on integrating online and offline modes of flipped learning** ***Cheolil Lim***, Seoul National University; ***Songlee Han***, Seoul National University; ***Hyeongjong Han***, Seoul National University; ***Jinwoo Park***, Seoul National University(Korea, Republic of)

This study explores strategies to enable close integration between online and offline modes of

learning in order to successfully implement flipped learning in the context of higher education. Yet, one of the salient weaknesses so far detected in recent studies is a dearth of coordination between on-and off-line modes of learning. This study develops and improves the strategies using a formative research methodology. This study analyzes learner responses to the suggested strategies that were applied to the course of Educational technology at 'S' university in Korea.

**066. D&D 27: Video**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Cosmopolitan C*
Facilitator:
***Eliana Elkhoury***, *university of calgary*

**[NR]Effectiveness of Video and Print Instructional Packages for Teaching Selected Basic Technology Concepts in Nigerian Upper Basic Schools** ***Mosiforeba Victoria Adegbija***, Universty of Ilorin, Ilorin, Nigeria; ***Oyefunke Blessing Aboyeji***, Universty of Ilorin, Ilorin, Nigeria; ***Damilola Laleye***, Ajasin University

This study sought for a pragmatic approach for achieving the objectives of Basic Technology to make students technologically literate. Video and print instructional packages were developed, validated by 30 experts and tested for effectiveness on 120 Upper Basic school students. Findings showed high ratings, significant differences in the performances of the three groups in favor of the video group. Instructional designers and media practitioners both in Nigeria and globally would benefit from this research.

**Improving Student Learning Outcomes Through the Use Of Pretraining, Segmenting, and Reflection in Instructional Videos** ***Mary Mittlelee McCall***, University of South Alabama; ***David M. Walker***, University of South Alabama

In this presentation we report findings from an empirical research study designed to assess the learning gains of university students in a blended literature class when the instructional strategies of advance organizers, segmenting, and interactive quizzing were used in video lectures. Because online instruction is heavily populated with instructional videos, it is important to manage the cognitive-load issues of video instruction by applying strategies that have been shown to increase student learning across multiple disciplines.

**067. D&D 29: Instructional Technology**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Cosmopolitan D*
Facilitator:
***Taotao Long***, *The University of Tennessee Knoxville*

**Engaging Students through Structured Active Writing on a Wiki** ***Min Kyu Kim***, Ohio State University; ***So Mi Kim***, School of Information Science and Learning Technologies; ***Geoffrey Middlebrook***, University of Southern California

This study reports a wiki-enhanced writing course that aimed at engaging students to learn to write with its impact on motivation, emotion, learner interaction, and writing performance. In-class activities were enhanced by the wiki platform that facilitated peer commentary and self-reflection. Fifty-seven students participated in the course. Overall, students experienced the increase of positive emotion. In particular, students whose initial level of motivation and emotion was low benefited more than high-level students.

**Motivational Scaffolding Design in Computer-Based Learning Environment: Synthesized Guidelines and Design Showcase** ***Shuang Hao***, Florida State University; ***Vanessa Dennen***, Florida State University

This article proposes a set of motivational scaffolding design guidelines that are synthesized from the currently established design guidelines and strategies on scaffolding in the computer-based learning environment (CBLE), as well as showcases an instructional module developed based on these proposed guidelines.

**068. DDL - Impacting Social Presence**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2nd: Regency F*

**The Relationship between Social Presence in Online Learning and Student's Satisfaction and Learning: A Meta-Analysis** ***Secil Caskurlu***, Purdue University; ***Jennifer Richardson***, Purdue University; ***Yukiko Maeda***, Purdue University; ***Jing Lv***, Purdue University

Given the continued growth of online learning opportunities it is essential to examine ways to increase students' satisfaction and learning in online courses. Researchers have reflected on enhancing social presence and reported positive significant relationships between social presence and students' satisfaction as well as social presence and students' learning. This meta-analysis study examines the average magnitude of the relationship between social presence and students' satisfaction and learning and implications for practice based on the results.

**What we really know about online discussions: Learners' experiences as missing piece of research puzzle** ***Andrea Gregg***, The Pennsylvania State University

Accompanying the technological ability for students to communicate asynchronously in distance education courses have been ongoing research efforts dedicated to understanding these online course discussions. In this presentation I will overview key trends in the research: content analysis methods, systems analysis methods, and learner experience approaches. I will attempt to show that there is a significant gap in the

literature pertaining to learners' perspectives on their experiences in their (often required) online course discussions.

**069. DDL - Online Community**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2nd: Regency E*
Facilitator:
***Megan Conners Murtaugh***, *Post University*

**Designing Third Places to Support Program Community and Organizational Networking in Online Education Programs** ***Craig Shepherd***, University of Wyoming; ***Tonia A. Dousay***, University of Wyoming; ***Doris U Bolliger***, University of Wyoming; ***Tahani Aldosemani***, University of Wyoming

As higher education offers more online degree programs, consideration is needed regarding the development and preservation of organizational networks among students, faculty, administration, and alumni that extend beyond program completion. This session proposes a framework to guide development of these networks. Following a literature review on community and network formation in online degree programs, presenters will describe their framework (using examples from various settings), offer implementation tips, and facilitate discussions regarding model refinements and future research.

**Exploring Relationships Between Sense of Community, Perceived Learning, and Achievement in an Online Course** ***Jesus Trespalacios***, Boise State University; ***Ross Perkins***, Boise State University

The ubiquity of online programs in higher education requires continued focus on designing environments that improve students' learning. We examine students' perceptions of sense of community and learning (SoC), as well as academic achievement, using grades from a final project and participation in asynchronous discussion forums. Findings indicate a significant correlation between perceived learning and the SoC connectedness. Implications and challenges building sense of community in an online learning environment will be discussed.

**070. DDL - Online Faculty Development and Support**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2: Theory B*

**Reducing Transactional Distance Between Institutions and Their Online Faculty** ***Anthony Pina***, Sullivan University System; ***Margaret Muller***; ***Dorothy Day-Chaney***, Sullivan University System; ***Bruce Harris***, Western Illinois University

"Transactional distance" is a popular concept in distance education and many strategies exist for decreasing the transactional distance between faculty and their online learners. However, this concept can also be applied to the relationship between online faculty and their institutions. Join us as we share the results of an initiative to lessen online faculty-to-institution transactional distance through improved communication, targeted professional development and enhanced faculty support.

**Evaluating Faculty Communities of Practice for Distance Education** ***M. Aaron Bond***, Virginia Tech; ***Barbara Lockee***, Virginia Tech

Faculty development is an important part of institutional planning. Virtual communities of practice are emerging as one way for enhancing faculty professional development. The session will provide tips and strategies for incorporating evaluation into faculty communities of practice. Participants in this session will explore research-based tools and instruments for evaluating a faculty community of practice and develop their own instruments.

**071. FRS - Video Game Design (CLT)**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Studio 3*
Facilitator:
***Hannah R. Gerber***, *Sam Houston State University*

**Engaging Girls in Technology through Video Game Design and Development** ***Aline Click***, Northern Illinois University

This study examined female middle school students' experiences in a two-week video game design and development summer camp. This topic is important to explore because the number of women in technology-related careers has been declining over the last 25 years. This research used cultural historical activity theory as a socio-cultural constructivist framework to guide students' reflective journals, and provide instructors with information needed to mediate tensions students experienced during the camp.

**072. GSA - Fireside Chat: Culture in Instructional Design**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2: Concept CD*
Facilitator:
***Erica Bass-Flimmons***, *Georgia State University*
Presenter:
***Patricia Young***, *Uni. of Maryland Baltimore Co.*
In coordination with CLT this fireside chat discussion will be a candid discussion centered around the role and impact that culture plays in instructional design. This open forum will allow for participants to ask related questions to one of the field leaders on culture, learning and technology. It may take place in a unique setting around the hotel aside from a conference room.

**073. KSET - Learner characteristics and performance**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Studio 4*

**How Self-efficacy Explains Learner Performance**

**and its Implication for Design of a Technology Integration Course for Pre-service Teachers** ***Yeol Huh***, Indiana University Bloomington

In a technology integration course for pre-service teachers, relationships between students' initial appraisal of their technology skills, attitude towards technology integration, changes in self-efficacy on technology integration and their academic performance are examined. The changes in their self-efficacy showed high positive correlation with academic performance. The results have implications on curriculum design of the course as well as on developing self-efficacy of pre-service teacher students.

**The Relationship between Problem Solving Ability, Co-Regulation, and Achievement: Moderating Effect of Co-Regulation** ***Hyosun Park***, Ewha Womans University; ***Si Won Kim***, Ewha Womans University; ***Kyu Yon Lim***, Ewha Womans University; ***Youngjoo Kim***, Ewha Womans University

Project based learning (PjBL) is an essential method applying sociocultural perspective of learning. As solving the given problem is a key factor in this context, problem solving ability is selected as a key variable for this study. Also, co-regulation, which is a relatively new construct in educational technology field, is suggested as a moderating variable for the relationship between problem solving ability and achievement. This study will provide implications on the design of collaborative PjBL.

**Development of an Instrument to Measure Creativity Integrity for Undergraduate Students in South Korea** ***Hyunjin Lim***, Ewha womans university; ***Myunghee Kang***, Ewha Womans University

The purpose of this study is to develop creativity integrity instrument and validate it. Based on previous research, we developed the framework of creative integrity within environmental, cognitive, social, and affective domain. Then, we constructed creativity integrity as the concept of merging problem solving, creative personality and morality. To verify this, questionnaires were given to over 400 undergraduate students in Korea. Based on the results, discussion was made and future studies were suggested.

**074. MPD-Multimedia and Mobil Technology in the Medical Field**

*2:15 pm to 3:15 pm*

*Hyatt Regency - 2: Concept B*

Facilitator:

***Quincy Conley***, *Boise State University*

**Medical Students' Attitudes toward Mobile Augmented Reality Based Anatomy Learning** ***Sevda Kucuk***, Istanbul University; ***Yuksel Goktas***, Ataturk University; ***Samet Kapakin***, Ataturk University

The purpose of this study is to reveal the medical students' attitudes toward mobile augmented reality (MAR) based anatomy learning. Explanatory research design was used in this study. The data were collected with quantitative and qualitative methods from 34 medical students. Based on findings, students were mostly pleased with the MAR based anatomy learning. The results of this study suggest that well designed MAR based anatomy learning can be effective and appropriate for medical students.

**Emerging Perspectives on Multimedia Use for Learning** ***Gina Anderson***, Indiana University; ***Thomas Brush***, Indiana University

Results from a previous study showed that students generally do respond favorably to multimedia in RN-BSN online nursing courses (Anderson, Tredway, & Calice, 2015). This study examined which types of multimedia are accessed, how they are being used, and the benefits and constraints multimedia offer students in the context of online problem-based and project-based instructional designs from RN-BSN students and instructor perspectives. Student views on authenticity and implications for future multimedia designs are discussed.

**075. Presidential: Blurred Lines: Preparing K-12 Instructional Technologists and School Librarians for Educational Entrepreneurship**

*2:15 pm to 3:15 pm*

*Hyatt Regency - 2nd: Regency AB*

Discussant:

***Lucy Santos Green***, *Georgia Southern University*

Facilitator:

***Charles White***, *NESLA*

Presenters:

***Melissa Johnston***, *The University of Alabama*
***Dennis Beck***, *University of Arkansas*
***Kaye B Dotson***, *East Carolina University*
***T J Kopcha***, *University of Georgia*
***Brenda Boyer***,

In the current atmosphere of data-driven decisions and accountability, it is essential for educators of school librarians and K-12 instructional technologists to prepare professionals who are educational entrepreneurs: leaders that can clearly articulate their impact on student learning. This panel comprised of authors from the SMT TechTrends July issue will discuss the development of professionals from preservice practicums, and the building of knowledge, skills and dispositions, to re-invention of school library spaces and educational practices.

**076. RTD - Instructional Practices**

*2:15 pm to 3:15 pm*

*Hyatt Regency - 3rd: Discovery A*

Facilitator:

***Suha Tamim***, *University of Memphis*

**Case-Based Instructional Practices across Disciplines: A Multiple-Case Study from Law, Marketing, and Online Instructional Design Classes** ***Jiyoon Jung***, Indiana University Bloomington; ***Krista Glazewski***, Indiana University

The purpose of this study is to describe CBI practices across disciplines of Law, Marketing, and Instructional Design Education. Using the embedded, multiple-case study design (Yin, 2013) and the interpretative analytic framework (Erickson, 1986), a semester-long CBI practices across three disciplinary classes are participant observed in this study.

**Conceptions of Design and the Instructional Practices of Secondary Design Educators** ***Tiffany Roman***, Indiana University

This proposal reports a Category 2 Work in Progress that describes the conceptions of design held by a purposeful sample of practicing career/technical education (CTE) and media arts secondary design teachers and to what extent those conceptions are similar or divergent from recommended instructional practices, such as the instructional theory for teaching informed design (Crismond & Adams, 2012). Qualitative methods for data collection through multiple case studies (Stake, 2005) are used to address research goals.

**077. RTD - Student Learning IV**

*2:15 pm to 3:15 pm*

*Hyatt Regency - 3rd: Discovery B*

Facilitator:

***Wendy Gentry***, *Virginia Tech*

**A Study on the Influence of the School Engagement by Undergraduate Students on their Learning Outcomes** ***Soyoung Kim***, Seoul National Univ. of Science and Technology

The school engagement is enhancing the learning performance by making a positive relationship between the university and the students. This study was to verify the influence of school engagement supported by social media on learning outcomes. The panel data on 1,113 undergraduate students was analyzed by multiple and logistic regression. The behavioral and the cognitive participation affected the learning outcomes positively. The emotional participation promoted the career decisions and prevented dropping out of the institution.

**Making ethical design issues real in an online instructional technology course through community engagement activities** ***Lisa Yamagata-Lynch***, University of Tennessee; ***Erin Garty***, University of Tennessee; ***Jaewoo Do***, University of Tennessee, Knoxville

We will introduce outcomes from a professional ethics course in instructional technology at the University of Tennessee that was part of a university-wide community engagement project. We will present how engaging in a city-planning project through course activities enabled participants to see ethical issues in instructional technology as a core design issue rather than cases in textbooks to read and think about. Our data include online discussions, participant prepared reports, and participant reflection papers.

**078. SICET - Research and Studies on Chinese Learners**

*2:15 pm to 3:15 pm*

*Hyatt Regency - 3rd: Studio 6*

Facilitator:

***Chun-Min (Arthur) Wang***, *National Hsinchu U. of Ed.*

**Understanding Life Experience Learning across US and Chinese Learners** ***Xiaojun Chen***, St. John's University; ***Ming-hui Li***, St. John's University

Learning from life experiences is the key to adapting to life challenges. There is a dearth of instruments to assess individual's ability to learn from life experiences. This study aims to evaluate a newly developed Life Experience-Learning Scale (LELS). Results of analyzing data collected from 264 college students in the U.S. and 311 college students in China showed evidence of convergent and discriminant validity as well as reliability of the LELS.

**Too Smart for the Old? : An Evaluation of English Language Learning Mobile Apps for Chinese Elderly Immigrants** ***Xiaojun Chen***, St. John's University; ***Ying Mao***, St. John's University; ***Hailu Zhang***, St. John's University

The purpose of this study is utilizing linguistic theories to evaluate mobile apps to help immigrants with limited English proficiency improving their English skills. Seven mobile apps designed for English as Second Language Learners (ELLs) were identified and being evaluated based on social interactionist theory and affective filter hypothesis. The result of this research contributes to the literature of mobile learning targeting adult learners and elderly immigrants.

**Reenvisoning The Future: Destination ImagiNation In China** ***Yan Chen***, Northern Illinois University; ***Lara M. Luetkehans***, Indiana University of PA; ***Pi-Sui Hsu***, Northern Illinois University

With the introduction of advanced Western educational philosophies, theories, and practice, more and more international education programs have been widely promoted in China's educational system. Among them, the Destination ImagiNation (DI) program has become a highlight to develop students' creativity, teamwork, and problem-solving beyond the classroom, especially in K-12 settings. The purpose of this study is to explore the current practices, issues, and trends in China as well as technology integration in the DI program.

**079. SMT - BYOD and 1-1 initiatives in the K-12 classroom**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Studio 2*
Facilitators:
***Kim C. Huett***, *University of West Georgia*
***Tamera Hudnell***, *?*

**BYOD policies, community, parent, and student access: Schools to bridge the digital divide** ***Kara Dawson***, University of Florida; ***Albert Dieter Ritzhaupt***, University of Florida; ***Matthew Wilson***, University of Florida

BYOD initiatives have grown as options for addressing technical infrastructure within schools and anecdotal reports of their implementation suggest they can also support community involvement. Yet, there is little empirical evidence about these programs. Eight years of state level data were analyzed to explore significant trends in (1) how schools support BYOD policies, (2) how those policies reflect community and parental access to ICT, and (3) whether there are differences between high and low socio-economic schools.

**Bring Your Own Device-BYOD in K-12 Classrooms** ***Jennifer T. Townes***, The University of Memphis

People are changing the way they live, work, and learn because of emerging technologies. The use of smartphones and mobile devices has expanded the learning environments. Students' learning environment has reached beyond the walls of the classroom. K-12 schools are unable to buy new technologies as quickly as they become available to students and parents. Many schools are considering strategies to incorporate devices the students already possess. This is known as Bring Your Own Devices.

**Elementary School Teachers' Perspectives on a One-to-one iPad Initiative in the Classroom** ***Heoncheol Yun***

The purpose of this study was to explore what perspectives elementary school teachers have on a one-to-one iPad initiative for teaching and learning in the classroom. One-to-one technology initiatives are promising projects for educational leaders and administrators who are looking for creating innovative instructional practices and improving underperforming schools. Analyzing data from teacher interviews and classroom observations, findings reported that one-to-one iPad use was prominently integrated into teaching practices and learning activities.

**080. ST&C and D&D Panel Session (6)**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Cosmopolitan A*
Facilitator:
***Eugene Kowch***, *University of Calgary - Faculty of Ed*

**Address the Elephant: Using Systems Thinking to address MOOCs and Social Media in Design & Development**
***Kyle L. Peck***, Pennsylvania State University; ***Beth Rajan Sockman***, East Stroudsburg University of Pennsylvania; ***M.David Merrill***, Retired Utah State University; ***Darryl Draper***, Old Dominion University

The bandwagon of MOOCS and social media is waning only to reveal that these disruptive technologies are now a reality. The cornerstone of Design and Development is challenged while these innovations test traditional course and content integrity. In addition, higher education is faced with the questions of short-term and long-term impacts. This panel uses systems thinking to navigate the impacts of MOOCS and social media to design and development in higher education.

**081. TED - Different Ways to Develop and Build Understanding in Teacher Education**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2: Concept A*
Facilitator:
***Hamid Nadiruzzaman***, *Indiana University Bloomington*

**Practice test as a class activity for pre-service teacher education** ***Kyungbin Kwon***, Indiana University

The Practice Proposal demonstrates a case implementing practice tests in a teacher education program. It describes practice test procedures and web application invented for the purpose. In order to reveal educational benefits of the practice test, class grades and reflection on wrong answers will be analyzed. It will provide instructors with practical insights to use a test for improvement of learning gains.

**An Investigation of the Use of Digital Portfolios for Understanding Educators' Technology Knowledge** ***Spencer P. Greenhalgh***, Michigan State University; ***Joshua Michael Rosenberg***, Michigan State University; ***Sarah F. Keenan***, Michigan State University; ***Matthew J. Koehler***, Michigan State University

Teaching portfolios can serve as authentic measures of teachers' technology knowledge (TK). We examined the platforms used for 589 portfolios and the artifacts present in two samples of these portfolios to investigate how portfolios and artifacts can be used as measures of teachers' TK. Results affirm the potential of portfolios as indicators of TK, describe trends in educators' use of web platforms and other technologies, and provide a framework for analyzing portfolio artifacts.

**Pre-service Teacher's Performance and Perception of Quantitative and Qualitative Lesson Analysis Activity in an Instructional Technology Course** ***Zhizhen Zhang***, Beijing Normal University, China; ***Lan Tian***, Beijing Normal University

This study explored the performance and perception of pre-service teachers in a lesson analysis activity in an instructional technology course. Student-Teacher

(S-T) and Flanders Interaction Categories (FIAC) were used in quantitative analysis; and Lesson Analysis Framework (LAF) was used in qualitative analysis. The study involved a collection of observational, questionnaire and artifact data. Recommendations would be made for teacher educators who plan to use classroom video in their teacher education program.

**082. TED Panel: Implementing Open Badges in Three Preservice Teacher Education Programs: Challenges, Lessons, and Opportunities**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2: Theory A*
Facilitator:
***Christine Sorensen***, *University of Hawaii at Manoa*
**Implementing Open Badges in Three Preservice Teacher Education Programs: Challenges, Lessons, and Opportunities** ***Daniel L. Randall***, Brigham Young University; ***Rick West***, Brigham Young University; ***Tim Newby***, Purdue University; ***Chris Haskell***, Boise State University

Last year participants representing teacher preparation programs from three universities presented how they have implemented open badges to better meet the needs of their students. In this presentation, these universities will present on the progress they have made in using open badges. Each will discuss how open badges helped them meet challenges in their programs, and what issues and opportunities they are currently exploring. The symposium will conclude with an extended question and answer period.

**083. TED Panel: Ipads in Teacher Education: A Panel Discussion**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2: Network*
Facilitator:
***Brandi M Prather-Leming***, *University of Saint Francis*
**Ipads in Teacher Education: A Panel Discussion** ***Theresa Cullen***, University of Oklahoma; ***Drew Polly***, UNC-Charlotte; ***Jesse Strycker***, East Carolina University; ***Clif Mims***, University of Memphis; ***Cindy York***, Northern Illinois University; ***Ying Wang Shen***, University of Northwestern - St. Paul; ***Jung Won Hur***, Auburn University

This panel will discuss the pros and cons of using iPads in teacher education. There will be representation of one to one iPad programs and schools using a shared cart model. Discussion topics will include: • Management of iPads • Contracts and maintenance in one to one programs. • Logistics • Curricular integration • Pedagogical techniques specific to the technology • Working with partner school districts • Faculty training models and professional development • Balance of iPad instruction compared to other technology tools

**084. Walden: Residency Orientation**
*2:15 pm to 4:30 pm*
*Hyatt Regency - 3rd: Outlook Boardroom*
**085. CLT - Examining Games in Education**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Studio 3*
Facilitator:
***Daisyane Barreto***, *University of Georgia*
**iDesign: After-School Game Based Learning** ***Roberto Joseph***, Hofstra University; ***James Diamond***, EDC/ Center for Children & Technology; ***Xiang Fu***, Hofstra University; ***Juan Rubio***, Global Kids Inc.; ***Eustace Thompson***, Hofstra University

iDesign is an NSF project in which middle school students from suburban Long Island and their teachers engage in after-school Game Design Clubs. A key motive is to introduce minority students to the culture of information technology before they lose interest. Participants will see the iDesign curriculum, teacher-training materials, an on-line management system, discussion threads, advancement badges, evaluation methods and student-created games. The project is a collaboration between Hofstra University, Global Kids, NYSAN, and EDC.

**Children's motivation while playing games in a Virtual World: How many coins did you get?** ***Daisyane Barreto***, University of Georgia; ***Lucas Lima de Vasconcelos***, University of Georgia; ***Michael Orey***, University of Georgia

Online games have become one of children's first choices for both leisure and learning activities. This proposal presents case studies of two children who were observed and interviewed while playing a popular virtual world environment. Interviews, observations and video recordings of game playing were collected and analyzed. The results from this experience may inform teachers, parents and instructional designers about children's motivation and engagement levels while playing educational online games.

**Integrating Digital Game-Design Activities in Science Education** ***Kevser Hava***, Gazi University; ***Tolga Güyer***, Gazi University; ***Hasan Çakır***, Gazi University; ***Esra Kidiman***, Gazi University

The main purpose of this study is to develop an instructional guideline to include analysis, design/ development and evaluation stages of creating digital games. The study was designed to follow formative research methodology. In accordance with the purpose, the 6th and 7th grade students created their own digital games about related science concepts. Qualitative data were collected including interviews, field notes and students' games. Comparative analysis method will be used to describe and explain the data.

Exploring the many benefits of games in education.

**086. D&D 17: Instructional Design**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Cosmopolitan D*
Facilitator:
***Yvonne Earnshaw***, *Consultant*

**Creative Competencies for Designed Instruction: Using Performing and Visual Arts as a Model** ***Jonathan McKeown***, University of Tampa

When many practitioners and academics discuss instructional design to novice designers or those outside our field, the discussion typically centers on models of design and a systems process or method. While the importance of creativity is emphasized in learning design, it rarely is addressed in the design of instruction. This paper discusses lessons that can be learned about creativity from the fields of performing and visual arts and the potential impact on instructional design.

**087. D&D 30: Technology Integration**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Vision*
Facilitator:
***Eliana Elkhoury***, *university of calgary*

**Factors Influencing Second Language Student Production on Twitter** ***Fabrizio Fornara***, Florida State University

Twitter was implemented to support second language (L2) acquisition in an undergraduate Italian language class. The purpose of this study is to observe L2 student interactions on Twitter to identify the factors that influence written production. Student-instructor and student-student interactions play an important role in fostering topical content. Also, tweets about leisure activities, everyday occurrences, emotions, and college life have a stronger influence on the content of following tweets than tweets that model language features recently covered in class.

**Using Visualization to Enhance Problem Solving Skills in Physics** ***Deepa Rajiv Deshpande***, The University of Tennessee

Simulations and spreadsheets are powerful visualization tools which can be used effectively to support the internal and external modeling capabilities of learners, so as to enhance their problem solving skills in physics. An action research study conducted by the author to examine the effect of an interactive sequential learning experience designed using these technologies on high school students' ability to solve problems in projectile motion found significant improvement in test scores of treatment group.

**088. D&D 44: Lessons Learned**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Cosmopolitan C*
Facilitator:
***Bettylynne Gregg***, *Northern Illinois University*

**An Instructor/Designer's Lessons from Designing a Mobile App for Engaging Undergraduate Students in Reflective Learning Practice** ***Jaewoo Do***, University of Tennessee, Knoxville; ***Lisa Yamagata-Lynch***, University of Tennessee

In this presentation, we will identify the possibility and effectiveness of the instructor's role as a designer related to designing a learning tool. We will explore how the instructor's understanding of technology itself enabled him to develop his own tool in support of student classroom activities. By taking a designer role the instructor was able to design the most suited tool for specific leaning activities.

**Lessons Learned from a Studio-Based Instructional Design Course for Graduate Students** ***Seungoh Paek***, University of Hawaii at Manoa; ***Ellen S. Hoffman***, University of Hawaii - Manoa

This study explores the potential of studio-based learning in a graduate-level instructional design course. The presentation will discuss in detail the rationale for and the design behind such an instructional design course. The authors will argue why graduate programs related to instructional design should consider leveraging more studio-based courses. In addition, the presentation will review the challenges and successes experienced after implementing the new course with a class of 10 graduate students.

**089. D&D 47:Instructional Design**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Discovery A*
Facilitator:
***Fatih Ergulec***, *indiana university bloomington*

**Reaching Out to Children in Distressed Areas: A New Curriculum and Implementation Model** ***Jasmine Choi***, The University of Georgia; ***Yingxiao Qian***, University of Georgia; ***Ikseon Choi***, The University of Georgia

A new curriculum and implementation model is proposed to utilize the Open-Educational Resources (OER) to meet the needs of children in distressed areas. The proposed model is expected to validate the effectiveness of the resources, and provide guidelines for humanitarian agents to use in the local adaptive technology centers for the well-being of children in the serving areas.

**Smartphones Wandering Around the MALL: Investigating Learners' Practical Uses of Smartphones to Enhance Language Learning Skills** ***Anwer Al-Zahrani***, Northern Illinois University

As Mobile-Assisted Language Learning (MALL) facilitates language learning via mobile devices, many students strive to improve their English learning skills. Students usually struggle with listening and speaking

because of the promptness and immediacy of most conversations, unlike reading and writing where they often have enough time to respond. This study attempts to explore the practical uses and supportive features of smartphones to improve English language learners' learning skills, mainly listening and speaking, among other skills.

**090. D&D Panel Session (3)**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Cosmopolitan A*
Facilitator:
***Darryl Draper***, *Old Dominion University*
**Serious Games Analytics: Methodologies for Performance Measurement, Assessment, and Improvement *C. Sebastian Loh***, Virtual Environment Lab (V-Lab), Southern Illinois University; ***Dirk Ifenthaler***, Curtin University; ***Yanyan Sheng***, Southern Illinois University; ***Greg Chung***, UCLA; ***James Folkestad***, Colorado State University

Serious games is an emerging field where the games are supposed to be created using sound learning theories and instructional design principles to maximize learning and training success. Serious games analytics is defined as the actionable metrics developed through problem definition in training/learning scenarios and the application of statistical models, metrics, and analysis for skills and human performance improvement and assessment, using serious games as the primary tools for training. This panel session covers selected chapters from the just recently published edited volume by the panel organizers (http://www.springer.com/book/978-3-319-05833-7).

**091. DDL - Faculty Adoption of LMS**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2: Theory B*
Facilitator:
***Barry Sanford***,
**An Analysis of Technological Issues Emanating from Faculty Transition to a new Learning Management System *MAPOPA WILLIAM SANGA***, Southwestern Oklahoma State University

This case study investigated the process which 120 faculty members went through as they transitioned from using Desire to Learn Learning Management System (LMS) to using Canvas. Other than general LMS transition, the study analyzed technological issues faculty members encountered while integrating software applications that work in Canvas. These applications included: Panopto, Voice Thread, Respondus Lockdown Browser and Turnitin. The study presents implications to faculty, instructional designers and administrators.

**Factors that Influence Community College Instructors' Adoption of Course Management Systems *Berhane Teclehaimanot***, University of Toledo; ***Jeff D. Peters***, Monroe County Community College

The purpose of this study was to determine the factors that influence CMS adoption for faculty members from community colleges in different Carnegie classification location settings. By determining the factors that most influence CMS adoption, college administrators and state leaders could initiate policy changes to attempt to influence all faculty members to adopt a CMS into their instructional practices. The study found that a reward structure was the factor that most faculty members acknowledged would be most effective in influencing faculty CMS adoption. Finally, several topics for future studies were recommended.

**092. DDL - Learners and MOOCs**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2nd: Regency E*
Facilitator:
***Yu-Chun Kuo***, *Rowan University*
**A Preliminary Conceptual Framework of the Adult Learner Social Science MOOC Experience *Jamie Loizzo***, University of Nebraska-Lincoln; ***Peg Ertmer***, Purdue University

What are adult learners' perceptions of their experiences in massive open online courses (MOOCs)? Specifically, how do learners describe their motivation for, success in, and completion of a MOOC? Researchers conducted a virtual ethnographic study, including Photovoice methods, to co-construct narratives with 12 adult learners who participated in a social science MOOC on human trafficking. Results are presented via a conceptual framework that illustrates the adult learner social science MOOC experience.

**Designing and Developing a Case-based MOOC to Impact Students' Abilities to Address Ethical Dilemmas *Lauren Cifuentes***, Texas A&M University--Corpus Christi; ***Seung Won Park***, Texas A&M University-Corpus Christi

During design and development of a modularized, online Genomics Ethics course, researchers investigated the impact of online case-based instruction on students' abilities to address ethical dilemmas in genomics, and what revisions were needed following each of three course iterations and deliveries. Design and development research methods were employed to explore course development processes and test the course design. Findings indicate that with case analysis experience, students' ability to analyze cases improves. Necessary revisions were identified.

**093. DDL - Research Tools and Techniques**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2nd: Regency F*

Facilitator:

***Dorothy Day-Chaney***, *Sullivan University System*

**Efficiency in the Online Environment: Digital Tools That Streamline the Research Paper Process** ***Kelly Paynter***, Jacksonville State University; ***Jimmy Barnes***, Jacksonville State University

Learn how two professors of education at a regional university use digital tools to streamline the research paper process, reduce plagiarism, and simplify grading. EasyBib Pro is a citation assistance website that includes electronic notecards, a Works Cited page generator, and a bibliography credibility score. SafeAssign is plagiarism detection software that is integrated within Blackboard. GradeAssist, a Word add-in, allows educators to apply pre-populated comments specific to APA/MLA in the body of students' papers.

**Assessing Experiences with Online Educational Videos: Converting Multiple Constructed Responses to Quantifiable Data** ***David Harrison***, Old Dominion University

This presentation describes the process for converting hundreds of constructed responses into quantifiable data through a mixed-methods process combining grounded theory and phenomenological methods, allowing the understanding of common and shared experiences across a large body of participants. This study examined subjective experiences of over 100 pre-service teachers enrolled in an online course that utilized online educational videos, providing major findings of interest to those creating and deploying online videos and online courses.

**094. First Timer's Orientation**

*3:30 pm to 4:30 pm*

*Hyatt Regency - 2: Network*

Chairs:

***Cindy York***, *Northern Illinois University*

***Linda L. Mellish***, *East Carolina University*

This session is especially for anyone who is a First Timer at the AECT annual meeting. Join us to learn about other special events in the program, get the latest information about the extensive benefits of AECT membership, meet leaders of the organization, and have some fun ... Door prizes, too!

**095. INTL - Research and Practice in Africa: Design Thinking and Mobile Learning Projects**

*3:30 pm to 4:30 pm*

*Hyatt Regency - 3rd: Studio 4*

Facilitator:

***Briju Thankachan***, *Ohio University*

**Evaluating Africa's mobile learning projects: A review of the current research** ***Tutaleni I. Asino***, Penn State University; ***Erica Bass-Flimmons***, Georgia State University

This study provides a review of key mLearning research studies published from 2008-2015. This paper highlights an analysis and summary of the current research, with special focus on Afrika, in order to better understand the direction of evaluating mobile learning in education. It is necessary to analyze evaluation of projects and initiatives in varied learning contexts in order to move these projects and initiatives into the educational mainstream

**The applicability of Design thinking process in education: The case of two African countries** ***Rebecca Yvonne Bayeck***, Penn State University

Join us in a session discussing learning and teaching approaches adoption and applicability in other regions of the world. We will look at some elements that need to be considered when implementing a teaching and/or learning strategy in another context, culture and educational setting.

**096. JSET- Current Situation of Educational Technology Research in Japan**

*3:30 pm to 4:30 pm*

*Hyatt Regency - 2: Concept B*

Presenter:

***Katsuaki Suzuki***, *JSET Vice President, Kumamoto University*

This session includes three presentations from the JSET leadership. 1. Introduction to JSET: Japan Society of Educational Technology Junichi Yamanishi, JSET President, Toyama University yamanisi@edu.u-toyama.ac.jp A new affiliate organization of AECT, JSET, Japan Society of Educational Technology just celebrated its 30th anniversary with some 2,600 menbers, as one of the major academic societies in Japan in the field of Educational Technology. The current president of JSET will talk about its history, started as council of Educational Technology centers in national universities of teacher education, and its trends expanding its scope to post secondary education. 2. Activities of JSET-SIGs Katsuaki Suzuki, JSET Vice President, Kumamoto University ksuzuki@kumamoto-u.ac.jp JSET announced for the first time of its history the creation of Special Interest Groups (SIG) to accelerate its activities covering various research areas. The first six SIGs are introduced as: (1) Higher Education and Faculty Development, (2) Teacher Training and Lesson Studies, (3) Education/Learning Support Systems, (4) ICT in Education, (5) Game Learning and Open Education, and (6) Collaborative Learning and Learning Sciences. 3. Research Activities for Educational Technology in Japan Makoto Kageto, Nihon Fukushi University makoto@kageto.jp Academic organizations and other activities in the field of Educational Technology in Japan will be introduced in this talk. Among others, characteristics of such organizations as Japan Association of Educational Technology, Japan Society for Information

and Systems in Education, Japan Association for Educational Media Studies will be included.

**097. OT&P-Innovative E-Learning**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Studio 5*
Facilitator:
***Shahron Williams van Rooij***, *George Mason University*
**Innovating E-Learning in Organizations**
***Wen-hao David Huang***, University of Illinois at Urbana-Champaign; ***Tristan Johnson***, Northeastern University; ***Norma Scagnoli***, University of Illinois at Urbana-Champaign
This panel is designed to initiate meaningful dialogues among AECT membership to understand the multifaceted nature of conceptualizing, planning, executing, evaluating, and most importantly, sustaining E-Learning innovations in the organization. The coverage of this panel discussion is well-aligned with the conference theme (Accelerate Learning: Racing into the Future) in that innovations in technological applications drive and advance the practice and research of learning in various organizations. E-Learning, in the context of this panel discussion, entails all efforts in discovering, developing, and adopting new technology-mediated products, processes, and services, to systemically and systematically improve the learning and performance of members within the organization and the organization itself. Organization, in the context of this panel discussion, encompasses various workplaces across industry sectors.

**098. Presidential: In Search of Uncommon Wisdom**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2nd: Regency AB*
Facilitator:
***Jonathan M Spector***, *Department of Learning Technologies*
Virtually every assumption we have about the use of technology in education — our common wisdom — is based on how we have done things in the past. What we see coming shares little in common with the technologies, networks, software, or systems of today. Our common wisdom won't be enough. We need uncommon wisdom.

**099. RTD-Statistics Learning & OT&P-Advancing Knowledge Base**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Discovery B*
*Participants*
**RTD-Making Statistics Matter: Connecting Statistical Inquiry to the Life of the Students** ***Jeffrey Thayne***, *Utah State University*
***Victor Lee***, *Utah State University*
The use of physical activity trackers in undergraduate statistics learning may offer learners the opportunity to explore data collected by themselves about themselves — and this may help statistical concepts matter to learners in new ways. This possibility was tested in a qualitative study involving undergraduate learners.

**OT&P-Advancing the Knowledge Base: Presenting an Empirically Tested Model to Improve Human Performance and Organizational Effectiveness**
***Barbara Bichelmeyer***, *UMKC*
***In-Gu Kang***, *Indiana University Bloomington*
This session describes research that tested a comprehensive human performance (HP) model and investigated structural relationships among human behaviors, performance support systems, and organization performance, using representative data from the 2012 Federal Employee Viewpoint Survey (FEVS, N=687,687, 82 federal agencies), a national government-wide survey. Based on findings of the study, implications for training, organizational effectiveness, and the fields of instructional design, human performance technology, human resource development, and human resource management are discussed.

**100. SICET - Research and Studies on Learning and Assessment Approaches**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Studio 6*
Facilitator:
***Yan Chen***, *Northern Illinois University*
**Analysis and Synthesis of Research on the Effects of Adaptive Instruction for Students' Learning Achievement by Learning Styles** ***Hsin-Tzu (Tommy) Chen***, Chinese Culture University
A meta-analysis was performed to synthesize existing research comparing the effects of learning style based adaptive learning on students' achievement in Taiwan. Collected studies will be located from four major research sources, and their quantitative data was transformed into Effect Size (ES).This research will exam whether the adaptive learning, based on individual's preferred learning-styles, were significantly related to students' achievement or not. Also, the results will be expected to provide the instructional strategies on adaptive learning for promoting students' achievement.

**Explore Research Apprenticeship Approaches in Doctoral Programs across Disciplines** ***Wei Li***, Virginia Tech; ***Diana Wu***, Virginia Tech
The purpose of this study is to investigate doctoral students' experiences of research apprenticeship during their graduate study. The findings will provide useful insight on how research apprenticeship has been practiced in different disciplines. Any person involved in design, development, implementation, and

/ or administrative aspects of apprenticeship models and doctoral education would benefit from attending this session. This presentation would be particularly interested to higher education professionals.

**Development of a Knowledge Assessment System Based on Concept Maps and Differential Weighting Approaches** ***Congwu Tao***

This study explores the feasibility of designing and developing a knowledge assessment system based on concept maps and two differential weighting approaches, for assessing student's four types of knowledge: factual knowledge, conceptual knowledge, procedural knowledge and metacognitive knowledge, which are defined in Krathwohl's revision of Bloom's taxonomy (2001).

**101. SMT -STEM technology integration**

*3:30 pm to 4:30 pm*

*Hyatt Regency - 3rd: Studio 2*

Facilitator:

***Royce Kimmons***, *Brigham Young University*

**Connecting to Nature Through Technology** ***Cassidy Hall***, University of Idaho Doceo Center for Innovation + Learning

This session will summarize a proposed research study where students utilized wearable technology, tablets, document cameras and apps to explore nature for a nature writing project. Students were able to capture the nature of their choice and return to the classroom to write about the nature on which they chose to focus. The hopes of this project is that it will encourage students to connect with nature through technology rather than the have the use of technology take away from their time in the outdoors.

**SourceCode B46--Integrating Coding into the Elementary Classroom: A Pilot Study** ***Charles Hartshorne***, University of Central Florida; ***Kyle Christian Steele***, SourceCode B46; ***Sarah Stack***, SourceCode B46; ***Mshael Aldakheel***, University of Central Florida; ***Denise Cruz***, SourceCode B46

The development of 21st century skills is necessary for today's students to be more competitive in an increasingly global economy (Partnership for 21st Century Skills, 2014). SourceCode B46 (SCB46) addresses the development of critical 21st century skills in congruence with literacy and critical thinking skills through the implementation of a storytelling/ software coding program experience for upper elementary students. This presentation will provide an overview of the rationale for the elements of the SCB46 program, discuss various elements of the program, and will examine the results of a pilot study exploring the effectiveness of the program.

**uCode@UWG: A Kids' Club to Learn about STEM-C** ***Adriana D'Alba***, University of West Georgia; ***Kim C. Huett***, University of West Georgia

Presentation about planning, implementing, and reviewing evaluation procedures of a coding club created and hosted by a southern University, and attended by children 7-17. Presenters will discuss the current status of the coding club and ongoing research associated with it, along with challenges and recommendations. This presentation is targeting organizations and individuals who share an interest in computer science and computational skills, K-12 instructors, higher education faculty, administrators, and informal computational coding groups.

**102. TED - Badges and Videos: Undergraduates Developing Education Resources**

*3:30 pm to 4:30 pm*

*Hyatt Regency - 2: Concept A*

Facilitator:

***Pi-Sui Hsu***, *Northern Illinois University*

**Undergrad but Not Under-Experienced: Employing Undergraduates as Instructional Design Assistants to Support the Creation and Use of Open Badges** ***Daniel L. Randall***, Brigham Young University; ***Rick West***, Brigham Young University

Undergraduates employed as instructional design assistants have helped us increase the scale of our open badge system for preservice teachers. In this presentation, we will discuss the need for using undergraduates and how they assisted in the design and creation of new badges. We will examine the quality of the instructional content they produced and the experiences they had. We will provide lessons learned, including the benefits and potential pitfalls.

**Pre-service teacher perceptions of using the ICSDR model for One Minute video curations.** ***Laurie O. Campbell***, University of Central Florida

Pre-service teachers followed the ICSDR model to curate a K-12 "One-Minute" video. Students' perceptions regarding brainstorming, storyboarding, reflecting, peer and self- reviewing, and revising their video prior to publication were surveyed. The qualitative study regarding the model and the process for creating the video have implications concerning the use of the One Minute video concept and ICSDR model in teacher education.

**103. TED Panel: Cultivating University-School Partnerships to Support Research and Practice: The Jacobs Educator Program**

*3:30 pm to 4:30 pm*

*Hyatt Regency - 2: Theory A*

Facilitator:

***Xiaokai Jia***, *Indiana University*

**Cultivating University-School Partnerships to Support Research and Practice: The Jacobs Educator Program** ***Thomas Brush***, Indiana University; ***Krista Glazewski***,

Indiana University; ***Anne Ottenbreit-Leftwich***, Indiana University; ***Matthew Callison***, Indiana University Bloomington; ***Sungwon Shin***, Indiana University

The purpose of this panel discussion/presentation will be to present a unique school-University partnership initiative, the Jacobs Educator Award program. This program is designed to recognize K-12 teachers across the United States who are using technology to support innovative inquiry-based teaching and learning activities in their classrooms. The panel will describe the initial implementation of the program, projects undertaken as part of the program, and benefits of collaborations for faculty, teachers, and students.

**104. D&D -PacifiCorp 2016 Planning Committee**
*4:00 pm to 4:30 pm*
*Hyatt Regency - 3rd: Studio 1*

**105. General Session - Slow and Fast Learning with Contemporary Digital Technologies**
*4:45 pm to 5:45 pm*
*Hyatt Regency - 2nd: Regency AB*

Facilitator:

***Kay Persichitte***, *Univ of Wyoming*

Presenter:

***Dr. Gráinne Conole***, *Bath Spa University*

Digital technologies offer a rich variety of ways in which learners and teachers can interact, communicate and collaborate across formal, informal and non-formal learning contexts. Smart phones and tablets enable interaction across different time frames and boundaries. Social media mean learners and teachers can be part of a global, distributed community of peers with access to a vast variety of information, available at unprecedented scale. The pace of change is only likely to continue, and new technologies continue to emerge; for example materials for learning across boundaries, surfaces and multiple devices. The impact on education is likely to be profound, as a series of recent Pearsons' videos on the future of Education 2020 testifies. The talk will provide an overview of key emergent technologies and reflect on their implications for education. It will consider the ways in which technologies increase the speed of interaction and learning and will argue that we need a slow learning movement, equivalent to the slow eating movement. It will draw on relevant current research and will argue that to make effective use of digital technologies teachers need new approaches to design, pedagogy and assessment, as well as more effective use of learning analytics tools.

**106. Welcome Reception**
*6:00 pm to 7:30 pm*
*Hyatt Regency - 3rd: Cosmopolitan B*

**107. GSA/D&D On The Town**
*8:00 pm to 10:00 pm*
*Hyatt Regency - 2: Concept CD*

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 the "Slippery Noodle Inn" which is the oldest pub in Indianapolis and Blues music.

**108. TED -Membership Dinner at Buca di Beppo**
*8:00 pm to 10:00 pm*
*Hyatt Regency - 2nd: Off-Site1*

Visit the TED Facebook Group or Table at the Welcome Reception if you have questions NOTE: First group will leave for the restaurant at 7:30PM from the table and the next group will leave from the table at 8:00PM/Close of the reception

**109. President's Reception for International Affiliates (RSVP: by invitation only)**
*8:30 pm to 10:00 pm*
*Hyatt Regency - 3rd: Discovery A*

Hosts:

***Robert Doyle***, *Harvard University*
***Kay Persichitte***, *Univ of Wyoming*
***Ana Donaldson***, *University of Northern Iowa - Retired*

In recognition of the significant expansion in the number of our international affiliates, this reception brings together the leadership of our international affiliates and the current and past leadership of AECT to welcome these international members to the conference and to provide the opportunity for new collaborations and mutual sharing. The reception is co-hosted by Kay Persichitte (AECT President), Robert Doyle (AECT Board of Directors Representative for the International Division) and Ana Donaldson (AECT Past President).

**110. Intern Meeting**
*7:00 am to 8:00 am*
*Hyatt Regency - 3rd: Outlook Boardroom*

**111. AECT Breakfast with Champions (preregistration required)**
*7:30 am to 9:00 am*
*Hyatt Regency - 3rd: Cosmopolitan A*

**112. Pit Stop - Thursday**
*8:00 am to 5:00 pm*
*Hyatt Regency - 3rd: Studio Lounge*

AECT wishes to welcome all our members and guests to the 2015 Convention! At a racetrack, the Pit Stop is a chance to re-fuel, change your tires, and get needed quick repairs. This conference is a chance for that same re-charge of your professional development! First Timers, Retired Members, International Members, Graduate Students, and ALL attendees... we will have coffee and tea available between the hours of 9:00am and 11:00am on Thursday and Friday. We will also have a few charging stations available in the Pit Stop to plug-in and re-charge your mobile devices to keep you up and running! Please use the Pit Stop as a space to gather anytime during the conference to meet new colleagues, greet old friends, or just connect with others! Hours are Wednesday through Friday, 8am–5pm.

**113. Jenny K. Johnson International Hospitality Center**
*9:00 am to 4:00 pm*
*Hyatt Regency - 3rd: Cosmopolitan/Discovery Foyer*

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 JKJ Hospitality space -- 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!

**114. Committee: Communications Team**
*9:15 am to 10:15 am*
*Hyatt Regency - 3rd: Cosmopolitan C*

**115. Committee: Definition & Terminology**
*9:15 am to 10:15 am*
*Hyatt Regency - 3rd: Outlook Boardroom*
Chair:
***Nancy B. Hastings***, *University of West Florida*

**116. Poster Session 1**
*9:15 am to 10:15 am*
*Indy Convention Center - Indy Convention Ctr (Rm 231) - Posters*
*Participants*

**P01 CLT- Exploring Teacher Decisions to Facilitate Technology-Supported Collaborative Teaching Practices** ***Najia Sabir***, *Indiana University*
***Michael Karlin***, *Indiana University - Instructional Systems Technology*
***Khendum Gyabak***, *Indiana University Bloomington*
***Curtis J. Bonk***, *Indiana University*

There is a growing movement to empower students with the ability to solve real-world problems by creating globalized classrooms sustained through technology-supported collaborative learning. The main goal of facilitating globalized classrooms is to move away from the traditional styles of teaching and learning and better promote a sense of global mindedness. Therefore there has been a trend among globally-minded teachers to adapt their current practices. This study examines the elements that influence teachers who are involved in facilitating technology-supported collaborative practices.

**P02 CLT- [NR] Kentucky Adult Education Employability Skills (Entry-Level Soft Skills) Pilot to Accelerate Learning for the 21st Century U.S. Workforce** ***Misty Lilley***, *Morehead State University*

Adult Basic Education (ABE) centers around the country indicate that many adult learners between the ages of 18-64 are lacking employability skills (entry-level soft skills) required for the 21st century U.S. workforce. Adult educators from eleven Kentucky Adult Education (KYAE) centers will participate in a pilot. They will learn how entry-level soft skills can be integrated into the curriculum and instruction with the use of educational gaming and simulation.

**P03 CLT- Middle Eastern and American Mothers' Perceptions toward Violent Video Game on their Children's Behavior** ***Nora A. Almonsour***, *Nora*
***Ilham A.B. Hbaci***, *University of Northern Colorado*
***Heng-Yu Ku***, *University of Northern Colorado*
***Mia A. Williams***, *Mia*

Mothers' perceptions towards the effects of playing violent video games on children's behavior may differ between two cultures. This study compares what mothers from Middle East countries temporarily living in the United States and American mothers think about the effects of playing video games on their children's behavior. Conclusions from the study were drawn from participating mothers' points of views.

**P04 CLT- Perceived Attributes of Innovation as Predictors of Tablet Device Adoption among Special Education Teachers in Saudi Arabia** ***Adel Qahmash***, *Northern Illinois University*

This is an in-progress research proposal that attempts to investigate special education teachers' attitudes toward mobile technology adoption in Saudi Arabia.

**P05 D&D -A Virtual Embodiment Effect of Animated Character's Gestures on Understanding and Visual Attention** ***Xinhao Xu***, *Florida State University*
***Jeeheon Ryu***, *College of Education, Chonnam National University Gwangju, South Korea*
***Sungwoong Lee***, *Florida State University*
***Fengfeng Ke***, *Florida State University*

Education in the 3D virtual environment has been popular. Sometimes we want to have the virtual characters in such an environment resemble human instructional activities in real world, including making gestures to help students understand the content knowledge. This study will learn how learners' cognition is virtually embodied through the two types of gestures (representational and metaphorical) of a virtual instructor in a 3D virtual instructional scenario on a certain content knowledge.

**P06 D&D- Designing an Embedded Assessment to Test Students' Learning on Digital Systems Design**
***Mehmet Oren***, *Texas A&M University*
***Susan Pedersen***, *Texas A&M University*
***Karen Butler-Purry***, *Texas A&M University*

This study proposes a design of an embedded assessment using evidence-centered design (Mislevy, Steinberg, & Almond, 2003) model to assess students' learning on an undergraduate level course using digital systems design. The paper explains and articulates on the design steps of the assessment. The assessment was designed to implement on an educational video game, PlanetK, teaching digital system design course. Finally, the paper suggests a validation method of the designed assessment.

**P07 D&D- Improving Self-Study Quizzes with Immediate Feedback** ***Taeyeol Park***, *Georgetown University*

The quizzes GUSOM instructors created in their LMS were not fully optimized for student self-study. To improve the quizzes, ITDD developed immediate feedback designs using the e-learning authoring tools Adobe Captivate and Articulate Storyline. After the instructors applied the feedback designs to their quiz creation, the results of their review survey ensured the effectiveness of the feedback designs for self-study quizzes and also encouraged ITDD to explore more options of providing feedback.

**P08 D&D- Tablet Devices in the Classroom: Towards a Paperless Learning Ecosystem** ***John Gosney***, *Indiana University*
***Serdar Abaci***, *Indiana University*

The Indiana University (IU) paperless classroom pilots seek to eliminate the use of paper in/outside the classroom by providing the instructor and all students with a similarly-configured tablet. This technologically-homogenous learning ecosystem encourages faculty to explore apps for delivery of instruction, as well as utilize e-textbooks, the learning management system and other cloud-based services. This session reports findings of the IU pilot program in terms of benefits and challenges to teaching and learning.

**P09 D&D- The CUBE Project: Application of Learning Analytics for K-12 Schools in Korea** ***Ilju Rha***, *Seoul National University*
***Cheolil Lim***, *Seoul National University*
***Young-Hwan Cho***, *Seoul National University*
***Hyoseon Choi***, *Seoul National University*
***Haeseon Yun***, *Seoul National University*
***Mina Yoo***, *Department of Education, Seoul National University*
***Taejung Park***,
***Jingren Si***, *Seoul National University*
***Seungil Seo***, *Seoul National University*

K-12 schools in Korea will adopt digital textbook which is a form of smart pad containing formal textbook for students. This initiative enables educators to explore effective ways to assist learners in their learning achievement along with their overall learning experience. However, currently the essentials for learning analytics, data, have yet been collected for analysis. The program developed in this research provides a way to utilize learning analytics approach where data is unavailable by integrating the self-evaluation of students and instructors themselves, deriving representative proxy variables and providing overall learning analytics modelling framework. The approach will serve as foundational ground for data analysis and recommendation.

**P10 D&D- Training for Early Career Professors using Design-Based Research and Community of Inquiry**
***Eliana Elkhoury***, *University of Calgary*

Short description: Faculty members have a complex role. The identity of a faculty member, in the 21st century, is a mix of many aspects. Ideally, each aspect informs and enriches the others in a connected, technologically enhanced, and collaborative work environment. The goal of this paper is to introduce a design- based training for early career professors following the Community of Inquiry (CoI) model in order to nurture a community of practice.

**P11 DDL- Dynamics of Cognitive Presence in Online Learners' Inquiry Discourse** ***Ye Chen***, *Syracuse University IDDE*
***Jing Lei***, *Syracuse University*
***Jiaming Cheng***, *Syracuse University*

This study investigated online learners' cognitive presence in their asynchronous inquiry-based discussion. Our results revealed that four phases of cognitive presence could be identified in their online

discussion. The learning events that characterize each phase were also identified and discussed. Different cognitive presence phases and learning events were compared in terms of the frequency, and the relationships between the learning events were examined as well.

**P12 DDL- Preliminary Findings Regarding Impression Management and Social Presence within Asynchronous Online Discussions** ***Kimberly M. Harrison***, *Northern Illinois University & Elmhurst College*

This poster presents the preliminary findings of a dissertation-based case study examining self-presentation strategies in asynchronous online discussions (AOD). The study is based in a Midwest university that uses AOD in almost all of its courses, and the research participants approaching graduation. Please join in a discussion of what students had to say about their experiences, as well as what has been learned through an analysis of the transcripts.

**P13 ICEM- Honoring Youth Voices in Playtesting Mobile Games: Critical Dialectical Pluralism in Game Design in the Egyptian Context** ***Luis Gaitan***, *Sam Houston State University*
***Hannah R. Gerber***, *Sam Houston State University*
***Theresa Bodon***, *Sam Houston State University*
***Slimane Aboulkacem***, *Sam Houston State University*
***Nancy Votteler***, *Sam Houston State University*

This presentation focuses on the revision process within mobile game creation and development, and discusses the impact that youth playtesting can have on the design process and overall finished product. We suggest that honoring the opinions, voices, and insights of youth who playtest mobile games within beta stages, will allow better marketability of mobile games.

**P14 INTL- Collaborative Digital Storytelling for JFL (Japanese as a foreign language) Learners** ***Hitoshi Susono***, *Mie University*
***Yantao Ma***, *Mie University*
***Hao Hao***, *Mie University*

This study focuses on digital storytelling (DST) by two learners who learn Japanese as a foreign language (JFL). Digital storytelling by Chinese JFL learners is based on the Activity Theory and Engeström's Triangle. Making a digital story collaboratively suggests that the learners learned a lot about the DST themes, knew how to cooperate with peers, and improved their language skills. And digital storytelling with peers is effective to learn informal conversation and common expressions in Japanese.

**P15 INTL- Developing Pre-service Teachers' TPACK via Blended Learning** ***Wan-Lin Yang***, *National Cheng Kung University*
***Szu-Yueh Justine Chien***, *UGA*

This qualitative study aims at investigating how Taiwanese pre-service teachers develop their TPACK competence when they are situated in a collaborative learning environment via blended support for learning. Gaining insights from constructivist and socio-cultural theory, the curriculum and pedagogical activities centered on the ideas of learning-by-designing as well as learning through collaboration and reflection. Findings may provide insights for teacher preparation programs for designing and structuring future technology integration courses.

**P16 INTL- Japanese Anime Skit Activity by Chinese JFL Learners Based on the FPI Theory** ***Hao Hao***, *Mie University*
***Hitoshi Susono***, *Mie University*
***Natsuki Miyahara***, *Mie Univercity*

"Japanese Anime Skit" method was designed for Chinese JFL (Japanese as a foreign language) learners based on the First Principles of Instruction (FPI), "Japanese Anime Skit" has two parts. In Part 1, learners imitate (or activate) one scene chosen from a Japanese anime and demonstrate it by making a skit. In Part 2, they create another skit to apply their knowledge and to integrate it. This method is effective for Chinese to learn natural Japanese conversation and expressions.

**P17 INTL- What are OER and MOOCs? Global Perspective of Open educational Resources** ***Ava (Shu-Hsiang) Chen***, *Chulalongkorn University*
***Tutaleni I. Asino***, *Penn State University*
***Jaitip Nasongkhla***, *Chulalongkorn University*
***Ana Donaldson***, *University of Northern Iowa - Retired*

Open Educational Resources (OERs) and Massive Open Online Courses (MOOCs) are common terms in today's educational discourse. However little exist that explores how people understand and make sense of these two innovative approaches. Conducted in four countries, this study presents findings from a research examining faculty understanding of OER and MOOCs cross culturally.

**P18 KSET- Investigation of a Structural Relationship among Students' Characteristics, Flow, and Learning Effects in a SCRATCH Programming Lessons for Elementary School Students** ***Juyeon Park***, *Ewha Elementary School*
***Myunghee Kang***, *Ewha Womans University*
***Jee-Eun Jang***, *Ewha Womans University*
***Sehee Sarah Kim***, *Ewha Womans University*

In order to investigate the effectiveness of the SCRATCH programming for elementary school students, logical and creative thinking ability were compared between pre and post SCRATCH in this study. Further, a structural relationship among various factors such as logical-mathematical intelligence,

problem solving tendency, studying flow, logical thinking ability, creative thinking ability, and computational thinking ability was investigated.

**P19 KSET- Knowledge Sharing in an SNS-based Learning Community** ***Jeongmin Lee***, *Ewha Womans University*
***Boram Cho***, *Ewha Womans University*
***Yeonji Jung***, *Ewha Womans University*

The goal of this study was to investigate learner characteristics to predict knowledge-sharing behavior in an SNS-based learning community. The findings of this study indicated that knowledge-sharing intention, online identity, web specific self-efficacy (WBSE), and knowledge creation self-efficacy (KCSE) significantly predicted the knowledge-sharing behavior. In addition, knowledge-sharing intention was mediated between online identity, web specific self-efficacy (WBSE), knowledge creation self-efficacy (KCSE), and knowledge-sharing behavior.

**P20 MPD- Google Glass App for Displaying ASL Videos for Deaf Children – The Preliminary Race** ***Becky Sue Parton***, *Morehead State University*

Glass Vision 3D is a grant-funded project focused on the goal of developing and researching the feasibility & usability of a Google Glass app that will allow young Deaf children to look at an object in the classroom and see an augmented reality projection that displays an American Sign Language (ASL) related video. Session will show the system (Glass app) that was developed and summarize feedback gathered during focus-group testing of the prototype.

**P21 OT&P- Collaboratively Designing an Online Teaching Professional Development Program from the Faculty Members' Perspective** ***Ryan Anderson***, *University of Wisconsin - Extension*
***Terry Tao***,

Representatives from three university systems (Wisconsin, Washington, and California) collaborated to create an online teaching professional development program. Through an interactive website, faculty who are new or experienced online instructors can learn from other experienced faculty about how to design, develop, and teach online courses. Instructional overview videos and topic-focused interviews and tip sheets are provided on a variety of topics. As more faculty share their experiences, this site will continue to grow.

**P22 RTD- An Analysis of Scaffolding Patterns in a Technology-Enhanced Inquiry-Based Classroom** ***Suhkyung Shin***, *Indiana University*
***Thomas Brush***, *Indiana University*
***Krista Glazewski***, *Indiana University*

This study explores what types of hard scaffolds need to be provided and how the patterns are involved during the IBL group activities. This study will provide useful insights in understanding the current approaches to interact with scaffolding for IBL, which will be detailed in the paper along with recommendations for designing and implementing scaffolding tools and beneficial ways to use these tools to support teachers implementing inquiry lessons into their classrooms.

**P23 RTD- Assessing Geriatric Learners' Cognitive Processing using an EEG** ***Enilda Romero-Hall***, *University of Tampa*
***JoAnne Dalton Scott***, *University of Tampa*

The purpose of this investigation is to use physiological methodology to measure changes in brain activity of geriatric learners while they perform a concept mapping activity. The research will compare the cognitive processes that occur in the brain of geriatric learners versus young adult learners. This research allows researchers the opportunity to make invisible thinking processes observable. Unlike other physiological devices, the EEG can non-invasively collect electrical activity from the brain of an individual.

**P24 RTD- Gamification Facilitating the Development of the Online Training in a Large Organization** ***Aysegul Gok***,

This proposal reports a Category 2 Work in Progress on gamification by examining the relationship between research and theories such as adult learning and motivation, thus revealing different themes that describe learners' experience. The term gamification here refers to the use of game elements such as challenge and feedback in online culture. The outcomes of the study will help to develop the improvement of the trainings by applying gamification and the theories in online environment.

**P25 RTD- How instructors diagnose group dysfunction** ***Micah Gideon Modell***, *Indiana University/GP Strategies, Inc.*

Those who have used long term collaborative group learning projects will know that the students involved frequently experience problems in working together effectively. These problems can have a negative impact on learning effectiveness for one or more of the group's members. This study investigated how instructors approach the challenge of diagnosing such dysfunction.

**P26 RTD- The Effect of Using Podcasts on Students' Listening and Pronunciation Skills and Attitudes in Higher Education** ***Silvia Rehulina Ginting***, *Northern Illinois University*
***Pi-Sui Hsu***, *Northern Illinois University*

This case study aims to explore the effect of using podcasts for instructional purposes on learners' listening and pronunciation skills and to explore the learners' attitude in using podcasts for learning foreign

language at the college level both undergraduates and graduates. Similar to other types of mobile technologies, podcasts provide many advantages for language instruction. Podcasts have been identified as possible tools to improve listening and pronunciation skills.

**P27 TED- iPad Integration Experience *Kelly Noelle McKenna***, *University of Northern Colorado*

This narrative study documents the experience of a first time pilot program integrating iPads into the classroom at a teaching intensive university in the Rocky Mountain Region. Presented as an autoethnography, running records of the researcher's experiences were explored. The researcher's experiences were compared to experiences of other instructors participating in the program through a questionnaire containing open ended questions detailing: successes, difficulties, preparation and the time commitment required to effectively incorporate iPads into curriculum.

**P28 TED- The Influential Perceptions Regarding Faculty Decisions to Consider the Use of Web 2.0 Technology in Their Curricula *Orneal A Brown***, *Instructional Systems Technology (IST) -- Indiana University*

This poster session will address an initial first authored study where the researcher is seeking to discover what faculty perceptions when considering the use of these tools in their courses. Web 2.0 technologies covers a wide array of tools such as Canvas, Blackboard, Google Drive, Office 360, Facebook, blogs and wiki just to name a few. The qualitative analysis is utilizing a survey targeting the active faculty community at a Midwestern University.

**117. Roundtable Session 1**

*9:15 am to 10:15 am*

*Indy Convention Center - Indy Convention Ctr (Rm 231) - Roundtables*

*Participants*

**T01 CLT- Accelerated Engagement of African American Males who attend rural colleges and/or universities through Social Media *Charles Holloway***, *Morehead State University*

This roundtable session is designed to focus on African American males who attend rural colleges and/or universities by teaching them the importance of being engaged through social media. The purpose is to increase retention, and assist with improving graduation rates.

**T02 CLT- Autoethnography as a Diagnostic Tool For Rapid Instructional Problem Solving *Ruth Gannon Cook***, *DePaul University*
***Roy Sutton***, *Jones International University*

The objectives of the study was to conduct measurement of performance of graduate adult students in a Graduate Liberal Arts curriculum design course and their understanding of the subject matter. Embedded as autoethnographer one researcher observed whether students could absorb content material throughout the course without cognitive overload. Both researchers analyzed the findings and student evaluations and from these opted to have the course remain as designed, but include some rapid prototype changes to improve the course design for future courses.

**T03 CLT- iDesign: a Case Study of a Game-Based Curriculum Supported by a Badge Assessment System *Roberto Joseph***, *Hofstra University*
***Michele Dello Iacono***, *Hofstra University*
***Michael Davola***, *Hofstra University*

This NSF-funded iDesign project is a collaborative effort between Hofstra University and ten middle schools in suburban Long Island and New York City. As students progress throughout the iDesign curriculum, they document their work and collaborate in an online management system called PlayBook. Inside the system students create teams, participate in discussion threads, create game design documents, share projects, receive announcements and updates from teachers and administrators and, most importantly for this presentation, earn badges.

**T04 CLT- Mobile Games: Moving Learning Outside of the Classroom by Blending the Virtual and Real World *Soonhwa Seok***, *Korea University*
***Boaventura DaCosta***, *Solers Research Group*

In this presentation, we review the educational benefits of mobile games that leverage the location-aware properties of mobile devices. We offer examples of games called out in the literature that have been experimented with and/or used to explore game-based learning in and out of the classroom. The purpose behind this presentation is not to debate video games in classrooms, but open a dialogue with those interested in exploring the potential educational benefits of these games.

**T05 CLT- Students' Perspective on Different Teaching Methods *Luciana de Cresce El Debs***, *Purdue University*
***Kurtis David Miller***, *Purdue University*
***Marisa Exter***, *Purdue University*

This paper analyses perceptions from first year undergraduate students who were able to experience two different learning cultures. Students selected for this study were part of an innovative learning experience during their first semester of college, but decided to leave this program in order to attend regular classes during their second semester. Based on interviews with these students, the researchers are able to comprehend students' perceptions of differences and

similarities in the two learning cultures.

**T06 D&D- A research study on the transfer of instructional design practices with Teaching Presence.** ***John Wisneski***, *Indiana University - Bloomington*
***Gamze Ozogul***, *Arizona State University*
***Barbara Bichelmeyer***, *UMKC*

As online education becomes more prominent, administrators are asking faculty members to teach a mix of online and classroom instruction simultaneously. With little training, faculty must rely on their ability to transfer. Transfer is defined as the ability to apply what has been learned in one context to new situations. This session will present a research study in which the authors explored transfer of instructional design practices associated with Teaching Presence across multiple teaching environments.

**T07 D&D- An ID Database for Managing the Course Design Process** ***Barry Sanford***,
***Anthony Pina***, *Sullivan University System*

In this session, we will discuss the development of an Instructional Design Course Development Database (ID Database), based on MS Access. Come and see a demonstration of the features of this tool, which has greatly improved our ability to manage and monitor our instructional design project workflow.

**T08 D&D- Enhancing Student Reflections in E-portfolios Using the TPACK Framework** ***Yu-Hui Ching***, *Boise State University*
***Dazhi Yang***, *Boise State University*
***Youngkyun Baek***, *Boise State Univeristy*

E-portfolios have evolved as a strategy to engage students in reflective thinking; however, students' reflection often stays at a superficial level without connecting, synthesizing, or evaluating their interrelated knowledge. This study examined how carefully designed reflection instructions based on the Technology Pedagogy and Content Knowledge (TPACK) framework impacted the depth of students' reflection on their learning. The findings provide implications on guiding students' in-depth reflection of their interconnected knowledge domains.

**T09 D&D- Five Tips for Designing Problem Based Learning** ***Nurullizam Jamiat***, *Florida State University*
***James Klein***, *Florida State University*

This session will start with a brief introduction on why instructional designers should know how to design PBL and will present different models and guidelines to design a PBL unit. Then, I will describe the five tips with examples for instructional designer to apply.

**T10 D&D- New Design Guidelines for an Effective Peer Assessment Tool to Overcome Current Challenges in Peer Assessment Practices** ***Supriya D Mishra***, *University of Georgia Athens*
***Sejin Kim***, *The University of Georgia*
***Ikseon Choi***, *The University of Georgia*
***Jasmine Choi***, *The University of Georgia*
***David Rabb***, *Smiley Hall, LLC.*

The purpose of the study is to provide new guidelines to design an effective peer assessment tool that could overcome current challenges experienced in the practice of peer assessment. We identified six major challenges from the literature, and explored possible design solutions of peer assessment tools. Specific recommendations for interface design from the guidelines will be presented, and further implementation and evaluation plan will be discussed.

**T11 D&D- Scaffolding in A 3D Virtual Reality Game-based Learning Environment: When Much is Less?**
***Zhaihuan Dai***, *Florida State University*
***Yanjun Pan***, *Florida State University*

This session will discuss the use of multiple forms of scaffolds in a virtual-reality game-based learning environment. The study was an exploratory case study with a small group of subject matter expert. The purpose was to explore the math education professionals' perceptions on math learning scaffolding design, their experience in the math learning in a virtual world, as well as the applicability of such an intervention.

**T12 D&D- Serious Games Are Not Serious: A Literature Review of the Implementation and Evaluation of Motivation Theories in the Design of Serious Games** ***Ali Alshammari***, *Purdue University*

Motivation in serious games has not been addressed adequately. This paper aims to fill a gap in existing literature by applying theories to what is already known about serious games. In this paper, important theories on and components of motivation will be discussed, with a primary focus on applying motivation theories to the design of serious games. Moreover, an evaluation rubric will be presented to assist serious game developers in evaluating motivation in their games.

**T13 D&D- The culture of learning in promotion of instructional overlay in Collaborative Project-Based Learning** ***Minkyoung Kim***, *Indiana University*
***Eulho Jung***, *Indiana University*
***Charles Morgan Reigeluth***, *Indiana University*

The purpose of this study is to explore what type of culture of learning is beneficial for improving the effectiveness of an instructional overlay. Using a case study approach, we observed two collaborative project-based learning courses to investigate the features of culture in the learning environment in a collaborative PBL. Interview with students and instructor addressed implications and suggested for future research.

**T14 D&D- What do we learn from ID students' Design Practice?** ***Muruvvet Demiral Uzan***, *Indiana University*

This case study explores the design practices of instructional design students working on a realistic design project. A group of instructional students were observed through designing an instruction. The findings of the study suggested that their design practice starts as unstructured and as they progress; it becomes more concentrated and complex.

**T15 DDL- A Comparison Study of a Face-to-Face and Online Writing Courses** ***Ryan Eller***, *CSU Monterey Bay*
***Bude Su***, *CSU Monterey Bay*
***Karen Wisdom***, *CSU Monterey Bay*

Through collecting pre-survey, mid-semester interview, and post-survey data in online and face-to-face sections of a same undergraduate writing course at a public west coast university, this research aims to promote a further understanding of student perceived readiness, student attitudes, student perceived ability, and their effects on student success in both online and face-to-face courses.

**T16 DDL- A Comprehensive Review of Online Learning for Adult Learners** ***WooRi Kim***, *Purdue University*
***James D. Lehman***, *Purdue University*

The purpose of this paper was to provide a comprehensive review of online learning for adult learners. Using systematic computerized searches within online database and manual searches, a total of 47 empirical studies were selected. Through review of these studies and thematic analysis, three instructional principles to enhance online learning experiences of adult learners emerged: (1) formative assessment as a teaching strategy, (2) interactive communication in learning contexts, and (3) learning community in informal learning.

**T17 DDL- A Design Model for Student-Directed Learning in the Advanced Instructional Design Course** ***Yun Jeong Park***, *A150 Education Building*

This study looked at how the open and self-directed learning model the researcher framed worked for the advanced instructional design skill development. Multiple sources of data including the student online discussion positing, design documents, working artifacts, and final artifacts were examined together to evaluate the impacts of the design elements of the model on learning and teaching. In addition, the semester-end course survey and post-semester interview data were analyzed for further refinement.

**T18 DDL- A Reflection Paper of Pedagogical Practice of an Online Research Fundamentals Course** ***Sylvia Rogers***, *University of South Alabama*

This paper entails a reflection of an instructor's experience teaching an introductory online course in research fundamentals for students in an interdisciplinary studies program. The instructor will reflect on the use of three instructional strategies to reduce statistics anxiety, increase the relevance of statistics, and improve statistical thinking. The reflections will be based on the perceived effectiveness of the strategies, their implementation, and how their use could be improved for future classes.

**T19 DDL- A philosophical Look at distance education**
***Suleyman Ari***, *Anadolu University*
***Murat Ataizi***, *Anadolu University*

T19 DDL- A philosophical Look at distance education Abstract: Key terms: philosophy, Dewey, distance education. Towards the end of the 20th century, a momentous revolution has taken place regarding communication and information technologies. The effects of this revolution is amply evident in the field of education also. Despite the long history of distance education, not much academic focus has been made on its philosophy. The purpose of this article is to substantiate this claim and call for a new intellectual motivation for a well-framed philosophy of distance education through the works of philosophers of education such as John Dewey.

**T20 DDL- Accelerating learning: Using audio and video feedback to increase teaching presence in asynchronous online courses** ***Larisa Olesova***, *George Mason University*
***Jered Borup***,

This interactive roundtable session addresses how the use of audio and video feedback can increase teaching presence in asynchronous online courses. This session overviews what literature suggests about instructional capabilities of both types of feedback and how they support teaching presence in online courses. This session also discusses research findings on the benefits and limitations of both types of feedback for students. Researchers and practitioners who teach online will benefit from this session.

**T21 DDL- Adopting a Blended Learning Model: Key Issues and Strategies for Professional Development**
***Fair Josey***, *University of Memphis, Instructional Design and Technolog*
***Leonia Houston***, *University of Memphis*

In this session we will discuss issues concerning the adoption of blended learning approaches in the F2F classroom, and strategies for engaging faculty at off-campus centers in the adoption of blended learning models. We will also share strategies for facilitating professional development for online faculty and instructors, and how this has impacted the professional learning of instructors of hybrid and blended courses.

**T22 DDL- African American students in accelerated online learning** ***Yu-Chun Kuo***, *Rowan University*
***Yu-Tung Kuo***, *Purdue University*

This study investigated student interaction, satisfaction, and performance in accelerated online learning environments. The participants were African-American students from a university in the southeastern United States. Learner–content interaction was found to be the only significant predictor of student satisfaction while interaction among students or with the instructor did not significantly predict student satisfaction. Internet self-efficacy was positively correlated with the three types of interaction. Student satisfaction was related to student performance.

**T23 DDL- Best Practices for Learners in Online Education: Do We Really Know What We Think We Know?** ***Jonene Cook***, *Morehead State University*

This roundtable session outlines some of the basic techniques for online writing and general organization that we may take for granted, but are unknown to learners who are new to online education. Discussing the potential needs – and potential deficits – of online learners is important to both new and experienced instructors in order to best provide training and preparation for new online learners to quickly help them move to a more skilled position.

**T24 DDL- Blended Online Learning Instruction in Faculty Members Professional Development Training** ***Khalid M Almalhy***, *Southern Illinois University*

The revolution of technology has introduced important combinations of different strategies in our learning. Combining two or more strategies in one learning setting became one of the hot topics today in the education field. This session will discuss the blended online learning topic that combines a synchronous online session (Live virtual classroom) with the asynchronous online session (Learning management system) in a one learning or training setting.

**T25 DDL- Enhancing Interaction in Online Learning: A Conversation** ***Nancy Knapp***, *University of Georgia*

We know that interaction - discussing, questioning, conferencing, collaborating - is essential to accelerate learning and student engagement, yet is still all too rare in higher education. Such interaction is even more rare, and requires more planning and resources, in online learning environments. Following a short presentation of promising strategies, a facilitated conversation will allow all participants/attendees to share and discuss experiences, difficulties, and successes in enhancing interaction in online learning environments. Please join us!

**T26 ICEM- Graduate Students' Experiences and Attitudes toward Using E-Books for College-Level Courses** ***Rasha A Alhammad***, *University of Northern Colorado*
***Heng-Yu Ku***, *University of Northern Colorado*

This phenomenological study explores graduate students' experiences and attitudes towards the use of e-books, how the e-books support their learning, and what obstacles exist in e-books that hinder their learning. The participants were 10 graduate students at a state university in the western part of the United States. A theoretical lens of three learning theories was used to analyze the results and provide insight on students' learning experiences with e-books.

**T27 INTL- Accelerate Learning with Social Media Use in Education?** ***Goknur Kaplan Akilli***, *Middle East Technical University*
***İlknur Celik***, *Middle East Technical University Northern Cyprus Campus*

This proposal presents the study of Turkish higher education students' current practices and perceptions towards social media, and its potential use for learning. An online survey was administered to undergraduate students in order to discover their perceptions, awareness and concerns and to investigate their current tendencies, beliefs and opinions regarding social media use and education amalgamation. Results of this study could shed light for developing various strategies for integration of social media into higher education.

**T28 INTL- Cross-cultural, Global Training Programs: Tips and techniques to produce standardized training materials that work in a variety of cultural contexts** ***Lisa A. Giacumo***, *Boise State University*
***Jeroen Breman***, *Oxfam GB*

A case study will be presented on the design and development of a blended learning training program for a consortium of international non-governmental organizations (INGOs) charged with preparing humanitarian logistics professionals in local partner organizations to meet industry standards. Following, the round table discussion will be used to promote an analysis of various theories, models, and principles, applied by instructional designers to distill practical tips and techniques useful in the production of cross-cultural training materials.

**T29 INTL- Efforts and Focus on Lifelong Learning in Developed Countries** ***Yu-Chang Hsu***, *Boise State University*
***Sally J Baldwin***, *Boise State University*
***Yu-Hui Ching***, *Boise State University*

Lifelong learning is of increased importance as the number of older adults increases. Those countries with the largest population of older adults have established different formats for cultivating older adults into society. The United States offers older adults a variety of continuing education. Japan works to utilize older

adults' skills and knowledge to help society. The European community is focused on protecting older adults' ability to live independently.

**T30 KSET- Factors Affecting the Performance of a College Tutoring Program** ***Minjeong Kim***, *Jang An University*
***Myunghee Kang***, *Ewha Womans University*
***Minjeng Kang***, *Ewha Womans University*

This study identifies variables that may affect the performance of tutoring and the relationship among those variables. Tutee's ability in self-directed learning and perception on tutor's role such as a content provider and interaction facilitator were selected as predicting variables. And learning presence (cognitive presence, social presence) as a mediating variable, and perceived learning achievement and learning persistence as criterion variables were selected. Direct effects among these variables and the mediating effect of cognitive and social presence were investigated.

**T31 KSET- Factors influencing students' Acceptance of Mobile Learning for High School** ***Jeongmin Lee***, *Ewha Womans University*
***Jiyae Noh***, *Ewha Womans University*
***Younhwa Chung***, *Ewha Womans University*
***Eunji Ko***, *Ewha Womans University*

This study investigated the structural relationships among performance expectancy, effort expectancy, social influence, facilitating condition, attitude, usage intention, and use behavior. In this study, we surveyed 289 high school students in spring semester of 2014. The results of this study are as follows: First, performance expectancy and effort expectancy affected attitude. Second, attitude affected behavioral intention. Lastly, behavioral intention and facilitating condition affected use behavior. These results suggests practical strategies to enhance learners' use behavior of mobile learning in high school.

**T32 MPD- Determining the Effectiveness of Curriculum Provided Through Transmedia Books for Increasing Students' Knowledge and Interest in Science** ***Pamela Jones Ponners***, *University of North Texas*
***Scott Joseph Warren***, *University of North Texas*

The use of transmedia books in K-12 classrooms is a growing interest in educational research. The development of a verse book used to introduce STEM careers to early elementary classrooms is the focus of this study.

**T33 MPD- Effects of Gender difference in 3th grade Geometry learning within a Tangram Game** ***Ming Ma***, *The Pennsylvania State University*

This research investigated the possible impacts of a tangram game on third-grade students' geometry learning and examined how gender difference affect students' reaction to use this game to support their geometry learning. The tangram game used in this study, which is one of the OSMO's games, is a Chinese puzzle game that consists of seven different wooden shapes that can fit together to create different figures. In this session, we will walk through the results we found in the pretest-intervention-posttest experimental design to examine the effects of gender difference on students' geometry performance.

**T34 MPD- [NR]The Effectiveness of a Mobile Application on 2D / 3D Transformation Skills of Neurosurgical Residents** ***Cengiz Savas Askun***, *Middle East Technical University*
***Saba Öz***, *Middle East Technical University*

Neurosurgical residents have some difficulties with 2D / 3D transformation from an MRI scan. Once a resident recognizes a lesion on an MRI scan they have hard time visualizing it in a 3D head model by looking at 2D MRI images in three different axis. By developing a mobile application, neurosurgical residents will be provided with a drill & practice opportunity and the study will report the effectiveness of the application.

**T35 OT&P- Collaborative Approach to Successful Virtual Teams** ***Eric Kisling***, *East Carolina University*

Virtual teams have become increasingly prevalent within the contemporary workplace and have gained significant importance over the past decade. A corporation's ability to successfully facilitate virtual teams and support their technological needs has become a critical imperative. Virtual teams rely on interactive technology so members can work together when separated by physical distance. Higher education must prepare and train students to successfully take their place on virtual teams following graduation.

**T36 OT&P- Using Digital Badges for Faculty Professional Development in Higher Education** ***Zihang Shao***, *Indiana University Bloomington*
***Barbara Bichelmeyer***, *UMKC*

The presenters will share their findings from a research project on the use of digital badges for faculty development to support online instruction at a Midwest research-intensive university. The study explored the design features of the specific badging system, and identified the human behavior factors and organizational performance support factors that impact faculty use of the badging system for professional development.

**T37 RTD- A Revision to the Revised Bloom's Taxonomy** ***Afnan N Darwazeh***, *An-Najah National University*
***Robert Maribe Branch***, *University of Georgia*

We formally propose a revision to the [revised] Bloom's Taxonomy based on the results of an

extensive review of related literature and analyses of studies in the field of cognition and human information processing. We will 1) present the original Bloom taxonomy, 2) present Anderson's revision of Bloom's taxonomy 3) provide an analysis Anderson's revision of Bloom taxonomy and 4) offer a diagram for a revision to the [revised] Bloom's Taxonomy.

**T38 RTD- A citation analysis of the 2013-2015 empirical literature on Massive Open Online Courses (MOOCs)** ***George Veletsianos***, *Royal Roads University*
***Laura Pasquini***, *University of North Texas*
***Peter Shepherdson***, *Royal Roads University*
***Rich McCue***, *University of Victoria*

We conducted citation analyses on 181 empirical research papers on MOOCs identified via a systematic literature discovery search. We provide insights into the geographic origin of the authors, most cited papers, and publication types (i.e. journal or conference proceedings). We show that MOOC research is predominantly published by individuals affiliated with North American and European Universities, learning analytics methodologies are pervasive in MOOC research, and MOOC empirical research is situated in a select few outlets.

**T39 RTD- Constructivism and Critical Thinking in Virtual Learning Environments: A Literature Review** ***Steven William Carruthers***, *Texas A&M University*

The presenter shares a review of published research on virtual learning environments (VLEs) to examine whether these are consistent with constructivist theory or evidence the development of critical thinking skills. Findings suggest some researchers who identified their VLEs as constructivist did not necessarily demonstrate constructivist principles or exploit the affordances of virtual reality or other platforms to support knowledge construction. Additionally, critical thinking support may be concomitant with constructivist design in these settings.

**T40 RTD- Defining The Boundaries of Learning Communities** ***Greg Williams***, *Brigham Young University*
***Rick West***, *Brigham Young University*

Researchers and practitioners in numerous disciplines have known for decades the importance and value of learning communities. However, it is difficult to synthesize and interpret the large store of research on learning communities due to the different terminology and frameworks scholars use. In this presentation, we address the obfuscation around what learning communities are, and how we can operationalize their existence so that we can study them and maximize their multi-dimensional attributes.

**T41 RTD- Digital Wisdom Indicators and Skills** ***Mesut Turk***, *Anadolu University*
***Işıl Kabakçı Yurdakul***, *Anadolu University*

With the debate digital natives and digital immigrants, another term digital wisdom has gain importance especially in education. It is hardy advised that teacher should be gain digital wisdom. But, in the literature it is very hard to define digital wisdom and its dimensions. In this Category 2: Work in Progress study, it was aimed to define digital wisdom indicators and skills using Delphi technique with the participation of field experts.

**T42 RTD- Effects Of Multitasking Variables On Learning Performance In Web-Based Settings**
***Muhterem Dindar***, *Anadolu University*
***Yavuz Akbulut***, *Anadolu University*

This study resorted to a true experimental design to investigate the effects of multitasking on college students' learning performance. A web-based environment was developed which included a personal information form, a multitasking scale, working memory tests, three different types of multitasking scenarios, and pre- and post- achievement scores. In addition to the comparison of learning outcomes, the study further investigated the relationship between digital backgrounds of participants and their current learning performance during multitasking.

**T43 RTD- Examining how people participated the synchronous chat events in the #Edchat Community from 2009 to 2014** ***Fei Gao***, *Bowling Green State University*
***Venu Dasigi***, *Bowling Green State University*
***Shilpa Gannamuneni***, *Bowling Green State University*

The purpose of the study is to understand members' participation trend in a popular microblogging-based learning community in the past five years. Text mining will be conducted to analyze the tweets that the community members generated from 2009 to 2014 during the weekly synchronous online chats. The analysis will reveal how members participated in such online events over the five years and identify the general trends of participation. The findings from the study will inform us of how people participate in online communities and the different roles that the members serve in these communities.

**T44 RTD- Faculty Perceptions of Open Textbooks**
***Jozenia Colorado***, *Emporia State University*
***Kangwon Song***, *Emporia State University*

Faculty perceptions and attitudes toward open textbooks may serve as a major obstacle to their adoption. In order to explore barriers to open textbook adoption, a research study was conducted to determine faculty perceptions of open textbooks. This presentation will review the literature on open

textbooks and their adoption, discuss the results of this study, and make recommendations for increasing faculty understanding and awareness of open textbooks.

**T45 RTD- From Web Presence to Telepresence: Media Vividness and Interactivity in Historic Site Websites** ***Penny Thompson***, *Oklahoma State University* ***Denice Blair***, *Michigan State University*

Historic sites are places for the public to learn about history through the physical space, but many also maintain websites, which have the potential to engage visitors not able to travel to the site. This roundtable presents a theoretical framework for an in-progress study that uses the construct of telepresence to evaluate the potential of historic sites' websites to provide virtual visitors with a sense of place, setting the stage for place-based learning about history.

**T46 RTD- Making the Invisible Visible: Learning Analytics on a Wiki** ***Min Kyu Kim***, *Ohio State University* ***So Mi Kim***, *School of Information Science and Learning Technologies*

As a response to the call for advanced analytic approaches to learner interactions on the dynamic socio-technical systems, we share our experience in (a) the development of a tool that gathers interaction data from the wiki system; (b) the data aggregation process; and (c) the use of social network analysis to represent learner networks. We provided a case study that illustrates the analysis of data from a wiki-based writing program.

**T47 RTD- Measuring your Academic Impact: Articulating Faculty Productivity Using Social Network Analysis** ***Abbie Brown***, *East Carolina University* ***Tim Green***, *California State University, Fullerton* ***John Cowan***, *Northern Illinois University*

Results of a multi-year research study on post-secondary faculty use of social media and the reporting and assessment of academic productivity. A review of the literature on higher education faculty productivity and social network analysis is included. The authors provide a unique conceptual framework ("declare, share & compare"), descriptions of current impact analysis strategies, and example analyses of emergent, intermediate and advanced scholars' productivity determined through network analysis.

**T48 RTD- Moving Online Learning Out of the LMS** ***Charles Hodges***, *Georgia Southern University* ***Rachel S. Harris***, *Georgia Southern University*

Results of an evaluation of using Google Sites and Google+ in place of several Learning Management System (LMS) components will be presented. Data was gathered from students over multiple offerings of a fully online university course that utilized Google tools for information presentation and discussion. Participants provided opinions and reactions to using the Google platform in general, and feedback and comparative opinions between the Google platform and previous experiences using the institutionally supported LMS.

**T49 RTD- Predicting Cyberbullying Victimization: Linking to Children and Parents' Perception and Understanding of Cyberbullying** ***Chi-Keung Chan***, *Hong Kong Shue Yan University* ***Allan Hoi-kau Yuen***, *The University of Hong Kong* ***Albert K. M. Chan***, *The University of Hong Kong*

This session has four aims: 1) summarizing the extent of being cyberbullied among 482 fifth and sixth graders in Hong Kong, 2) examining the perception and understanding of cyberbullying with a sample of 482 Chinese parent-child dyads; 3) predicting the extent of being cyberbullied by children and parents' perception and understanding of cyberbullying, and 4) providing recommendations on the education, prevention, and prescription of cyberbullying for the elementary children and parents from a cross-cultural perspective.

**T50 RTD- TechTrends year in review** ***Charles Hodges***, *Georgia Southern University*

In this session, the Editor of TechTrends will describe the current status of the journal and future plans. The session will provide an overview of the articles published in 2015 (Vol. 59) and highlight upcoming special issues and other new and interesting activities. Attendees will have the opportunity to discuss how they can contribute to the journal as an author, reviewer, or Guest Editor of a special issue.

**T51 RTD- Theory-driven Process of Design-based Research** ***Hengtao Tang***, *SICET*

Design-based research features with its commitment to a theory-driven process and addressing practical problems. Motivated by theories, iterative cycles of design, enactment, analysis, and redesign are through the process of research. The final product of the iterative process will be refined theories that could be generated among various practical settings. As the engine of the design-based research, how theory drives the process of design-based research become demanding to be explored.

**T52 RTD- Towards a Framework of Technological Knowledge as Content Knowledge** ***Senenge Tavershima Andzenge***, *University of Minnesota* ***Engin Karahan***, *Graduate Research Assistant* ***Joshua Alexander Ellis***, *University of Minnesota*

This proposal describes a collaborative effort by educators in the fields of STEM and IDT to characterize technology as a unique discipline.

**T53 SMT- [NR] Accelerating Our Understanding of Instructional Technology Usage and Student Performance** ***Erik David Laby***, *New Visions for Public Schools*

Technology usage did not mediate student performance in a quasi-experimental design involving 20 comparison schools and 20 math intervention schools; however the math intervention alone had significant effects among certain cohorts of students. A more nuanced way was needed to visualize technology usage alongside more contextual individual and team variables to better understand technology's influence on student achievement. Node graphs are a recommended visualization tool.

**T54 SMT- Embedded Librarianship** ***Jackie Chetzron***, *Dallas ISD/University of North Texas*

With the increase in online learning environments, the opportunity for anytime, anywhere learning has also increased. This includes learning to access and use information effectively, efficiently, and ethically, which are mostly presented through the school library. If the school librarian embeds this instruction in online environments, then students receive the instruction and acquire these skills even if they are unable to make it into the physical library.

**T55 SMT- Promoting and Validating the School Library Media Center with Research** ***Linda Haynes***, *University of West Georgia*
***Adriana d'Alba***, *University of West Georgia*

A significant number of new research ideas were generated to show the benefits of K-12 School Library Media Centers in a continuation study. The participants were graduate students in an online course on theory and practice in media and instructional technology. One section of the course was devoted to K-12 School Library Media Centers. The expanded plan for multiple opportunities to collect evidence of effectiveness will be shared with participants.

**T56 SMT- Interdisciplinary Curricula Design Utilizing the Library of Congress and the SOURCES Framework** ***Christine Herlihy***, *University of Central Florida*
***Scott Waring***, *University of Central Florida*

Teaching and learning with limited resources and time requires educators to utilize ready-made sources and integrated curricula. Library of Congress (LOC) supports a rich digital media learning environment in which educators can foster 21st century learning skills and accommodate an inquiry based teaching and learning approach. Learn about LOC collections and opportunities available to educators to promote a technology rich interdisciplinary curricular design utilizing primary sources and the SOURCES framework.

**T57 TED- A Case Study: What Gets Students in an Online Program to Flip Out Over Learning?**
***Sujatha Jagdeep***, *Boise State University*
***Quincy Conley***, *Boise State University*
***Carrie L. Lewis***, *Minnesota State University*

The authors will present their findings from an exploratory case study currently in progress designed to examine the effectiveness of the Flipped Classroom Model as an instructional strategy in an online graduate program. The purpose of the study is to investigate the correlation between the instructional strategies associated with the flipped model and how they help the transfer of knowledge and skills for students. The session benefits instructional designers, corporate trainers, and other training professionals.

**T58 TED- A holistic framework for teacher technology use** ***Jason Siko***, *Grand Valley State University*

There are several models or frameworks that concern the integration of technology in the classroom. However, very few, if any, take into account the use of technology by the teacher to improve his or her ability to grow professionally or to become a more efficient practitioner. This session will discuss the P4 framework, a holistic model for teachers and teacher educators to approach technology integration for pre-service and in-service teachers.

**T59 TED- An Evaluation of Teacher Candidates' Experiences with Their Mentoring Teachers** ***Heng-Yu Ku***, *University of Northern Colorado*

This study focused on both quantitative and qualitative data gathered from 350 teacher candidates. A survey that assesses on teacher candidates' perceptions toward their cooperating teachers and university supervisors' mentoring efforts during their student teaching experience was analyzed. The results revealed that teacher candidates rated highly on their cooperating teachers and university supervisors' mentoring efforts and there was no significant difference between their mentoring efforts. Furthermore, some emerging themes from the open-ended questions were identified.

**T60 TED- Fostering a RISK FREE Environment for Preservice Teachers and Technology Integration**
***Susan Stansberry***, *Oklahoma State University*

After transforming our "teaching with technology" class for preservice teachers from a passive learning experience to a RISK FREE environment in which the preservice teachers are constantly engaged in peer team teaching, we present data showing the impact of incorporating the characteristics of team teaching roles, integration of technology, assessment of skills and knowledge, foundational instructional strategies, reflective practice, e-tool collaboration and engagement.

**T61 TED- Reconsidering the road to change: A model for measuring leadership in developing TPACK ready teacher education programs** ***Sharon Smaldino***, *Northern Illinois University*
***Mary Herring***, *University of Northern Iowa*
***Kevin Graziano***, *Navada State College*

College administrators must play a key role in guiding sustainable transformation of teacher educator preparation. Working with innovative educational leaders, the American Association for Colleges of Teacher Education's Innovation and Technology Committee has developed a change process and formative self-assessment tool to address areas of change school culture and practice to ensure teacher candidates are able to become Technology, Pedagogy, and Content Knowledge (TPACK) proficient teachers.

**118. SICET - Professional Development Tips for Faculty Members**
*9:15 am to 10:15 am*
*Hyatt Regency - 3rd: Studio 6*
Facilitator:
***Xiaojun Chen***, *St. John's University*

**Faculty Professional Development: How to Effectively Design and Teach an Online Course** ***Xiao Han***, University of St. Thomas; ***Catherine Barber***, University of St. Thomas

This paper discusses and reflects on our experiences of designing an online faculty professional development (FPD) course that provides resources to help faculty to design and develop online courses. By completing and referring to the course's resources, the faculty recognize and adopt best practices.

**One eLearning Production Tool that Faculty Must Have. And Yes, It's PowerPoint!** ***Huei-Lien Chen***, Colorado State University

Most instructors feel comfortable of using PowerPoint for lecturing and presenting, but using PowerPoint as a production tool to produce eLearning course materials has seldom occur to them. With the new features that PowerPoint could offer, course materials such as animated content or lecture videos can be easily produced. Two training workshops were held to demonstrate those features, followed by a study to understand successful adoption of using PowerPoint as a production tool.

**E-Portfolio: Innovative Form of Evaluation in Teacher Education** ***Xiao Han***, University of St. Thomas; ***Xusheng Wang***, University of St. Thomas

As a qualitative evaluation method, e-portfolios have been adopted as a valuable learning and assessment tool to record teacher education students' process of learning and reflecting. This paper reviews the use of e-portfolios in teacher education programs in China, and shares and discusses some issues and challenges.

**119. Committee: History & Archives**
*10:30 am to 11:30 am*
*Hyatt Regency - 3rd: Outlook Boardroom*
Chair:
***Rebecca P. Butler***, *Northern Illinois University*

**120. Poster Session 2**
*10:30 am to 11:30 am*
*Indy Convention Center - Indy Convention Ctr (Rm 231) - Posters*

**P01 CLT- Engaging Learners in Participatory Culture through Web 2.0 Tools** ***Jacob A. Hall***, *Syracuse University*

Participatory culture heralds an age filled with media creation, engaged citizens, motivated students, and global connectivity. Applying aspects of this contemporary culture may reduce static classrooms and uninvolved students by encouraging students to feel their contributions and learning have value. This poster will address the characteristics of participatory culture and the skills developed through new media literacy. The benefits and challenges of leveraging Web 2.0 tools within this culture will also be discussed.

**P02 CLT- How Does Culture, Learning, and Technology Impact Nurse Orientation Training Programs?** ***Arielle M. Turner***, *University of North Texas*

This poster session will delve into the topic how orientation training programs are developed and held within the nursing field. Because of the continuously increasing pace of the medical field, orientation training programs need to be able to adapt to the needs of its nurses, technologically and culturally. The poster will discuss different methods of training that can be beneficial, including app development to implement training and adjusting to the cultural needs of the field.

**P03 CLT- Millennials in the Driver's Seat: Preparedness for and Progress in a Discovery Learning Environment** ***Iryna Ashby***, *Purdue University*
***Secil Caskurlu***, *Purdue University*
***Marisa Exter***, *Purdue University*

Millennials as a subculture possess beliefs that may not be fully aligned with the demands placed by the globalization, knowledge economy, and rapidly changing technology of today's world. To become competitive in the job market, they need to engage in less structured, more self-driven environments - discovery learning. However, this may create a dissonance with Millennials' perceptions and attributes. This paper explores perceived preparedness and progress of freshmen enrolled in a competency-based discovery learning program.

**P04 D&D- A Framework for Investigating Game-Design Activity: Relating Design Practices and**

**Design Thinking** ***Keri Valentine***, *University of Georgia*
***Lucas John Jensen***, *The University of Georgia*
This presentation communicates a conceptual framework used for both the development and empirical investigation of game-design among 11-17 year olds. Designers interested in creating game-design experiences for young learners and researchers investigating design practices and design thinking may find the framework useful for their own work. In particular, we plan to discuss conjectured relationships between design practices (engineering and game design) and design thinking.

**P05 D&D- A Role-Play Board Game Prototype for Pre-service Teacher's Transition from Learning Setting to Working Setting** ***Jiaming Cheng***, *Syracuse University*
This role-play game prototype tries to close the gap between the learning setting and the working setting. It is designed for pre-service teachers and provides them opportunities to solve problems they would encounter in their future work. By playing the game, the pre-service teachers could put theories they learned into practice by solving authentic school problems, and think about the problems from multiple perspectives.

**P06 D&D- Digital Textbooks for Secondary School in South Korea** ***Jeongmin Lee***, *Ewha Womans University*
***Boram Cho***, *Ewha Womans University*
***Hyunkyung Park***, *Ewha Womans University*
Digital textbook draws attention as a new format of educational material not only providing multimedia learning materials abundantly and has various usefulness in education but also supporting learning materials from the web-based open-source server to help students' self-directed learning. Therefore, the purpose of this study were investigate the effects of self-regulation digital literacy on academic performance, and learning motivation in the use of digital textbook on secondary school in South Korea.

**P07 D&D- Students' Misconceptions in Introductory Computer Science** ***James D. Lehman***, *Purdue University*
***Yizhou Qian***, *Purdue University*
***Huanhuan Wang***, *Purdue University*
This session focuses on students' misconceptions in the context of learning to program in introductory computer science courses. To help students learn, teachers of computer science need to be aware of common misconceptions that create problems for novice learners of programming. This session will identify common student misconceptions in computer science, discuss strategies for addressing misconceptions, and describe a professional development initiative for computer science teachers that focuses on raising awareness of student misconceptions.

**P08 D&D- The Effects of Information Volume and Information Distribution on Learning in a Mobile Augmented Reality** ***Taehyeong Lim***, *The Florida State University*
***Jiyae Bong***, *Florida State University*
***Ji Hei Kang***, *Florida State University*
***Vanessa Dennen***, *Florida State University*
Mobile Augmented Reality (mobile-AR) has great potential for educational purposes. Several instructional and learning issues regarding mobile-AR have been indicated, such as how information is distributed between real and virtual formats and the fact that learners are easily overloaded because of the large amount of augmented information. Therefore, it is necessary to examine the effects of information volume level with information distribution on learners' recall and cognitive load in a mobile augmented reality environment.

**P09 ST&C- Bracing for the Impact of Mobile ICTs in Ubiquitous Health Sciences Libraries** ***Deborah M. Taylor***, *University of Memphis*
Academic libraries are faced with systemic changes influenced by the increased use of mobile technologies. The impact of mobile ICT devices requires libraries, especially ubiquitous health sciences libraries, to adapt to the modifications needed to support the use of new and changing technologies. Notably, the sudden explosion of digital information required libraries to incorporate and establish ICT protocols to accommodate customer access and distribution of electronic services, research, and resources in health science libraries.

**P10 INTL- An Environmental Analysis to Examine Career Management Services for International Students** ***Jill Stefaniak***, *Old Dominion University*
***Erin Mills***, *Old Dominion University*
***Steven Young***, *Virginia Wesleyan College*
***Bo Yi***, *Old Dominion University*
The purpose of this study was to conduct an environmental analysis in order to identify instructional opportunities to improve career services that were currently being provided to international students. International students have unique career needs and through this study have identified services used compared to services needed. Information gathered served as the impetus for instructional programming opportunities to further educate and inform international students of opportunities available to them.

**P11 INTL- Examining collaborative interaction in multi-cultural online learning: The impact**

**of cultural dimensions on online behavior.** ***Bodi Anderson***, *Indian River State*

Building on previous research into collaborative interaction amongst learners from homogenous cultural groups the primary purpose of this study is to explore if these cultural factors influence collaborative interaction in cross-cultural distance learning settings. Making use of a mixed methods discourse analysis approach, this study uses Curtis and Lawson's (2001) coding scheme to empirically analyze collaborative interaction. This current study investigates whether salient cultural factors influence collaborative interaction in a cross/mixed-culture setting.

**P12 INTL- Investigating Students' Perspectives On Game Elements In Learning And Computational Thinking** ***Yeliz Tunga***, *Ege University*
***Firat Sarsar***, *Ege University, Izmir, Turkey*
***Tarik Kisla***, *Ege University, Izmir, Turkey*

The aim of this study is to determine college students of understanding levels of the game design elements and students' computational skills. There were 20 undergraduate students participated this study voluntarily. Students were the part of the game creation process. The process began with scenario-writing and carried out in an interactive 3D programming environment which is called Alice. Before the game creation process, participants attended introduction course to learn how to use Alice. The collected data were analyzed by using content analysis strategies.

**P13 INTL- Teachers' Perceived Knowledge and Skills in Information Technology Security** ***Omer Delialioglu***, *Middle East Technical University*
***Nilay Pancar Ciftci***, *Middle East Technical University*

The purpose of this study is to investigate the perceived knowledge and skill levels of Turkish high school teachers in IT security.

**P14 KSET- Does users' comfort level with technology bring bias in measuring the users' satisfaction with LMS?** ***Dabae Lee***, *Indiana University*
***David Goodrum***, *Indiana University*

The nature of pilot evaluations of technology tools can attract more tech-savvy users than others, over-representing a small percentage of the population. Rogers' diffusion of innovation theory explains that these participants may represent 16% of the population who are more comfortable with adopting new technologies than the rest of the population. We investigate whether tech-savvy users rate their experiences more favorably than those who are not and how much this bias impact the pilot results.

**P15 KSET- The Framework and Design Guidelines for Enhancing Engagement in Student-Centered Learning** ***Eunbae Lee***, *Georgia Southern University*

We will discuss an empirically-grounded framework to support student-centered learning. We examine Self-Determination theory and constructivist-and constructionist-inspired epistemologies and the key engagement constructs and present the Own it, Learn it, and Share it model and design guidelines to develop student autonomy and scaffold engagement through the the design, development, and sharing of artifacts for authentic audiences. We conclude with remaining questions and directions for future research.

**P16 MPD- [NR] Students' Attitudes Toward Watching Instructional Video via Mobile Device** ***Alaa Zeyab***, *9705349208*

The study examines students' attitude of using mobile device to access instructional videos to understand the material in their course. It investigates how students use mobile devices to seek out additional information or instruction outside of class materials by watching instructional videos with the aim of increase their understanding of that class material and determines if there is a relationship between mobile device use and attitudinal factors like enjoyment and satisfaction in college students.

**P17 MPD- TriviaPrep: Inside the Research, Design, Development, and Implementation of an Educational Competitive-Trivia Mobile Application.** ***Sean Bailey***, *Morehead State University*

This session will detail the stages of researching, designing, and developing an educational, competition-driven mobile application for middle and high school students. Everything from idea conception to design strategies to integration of research results will be reviewed. This session will include topics such as lessons-learned, development issues, usability testing, and "Aha!" moments. Discussion of the possible obstacles and successes that similar designs and implementations could introduce will also occur.

**P18 OT&P- EdPlan: An Innovative Web-Based Solution for Strategic Planning and Continuous Improvement in Schools** ***Ioan Gelu Ionas***, *Practical Concepts Consulting, LLC*
***Matthew Easter***, *Practical Concepts Consulting, LLC*
***Blake Alan Naughton***, *University of Missouri - Columbia*

This presentation will introduce a new web-based solution for strategic planning and continuous improvement based on the concepts of shared workspaces, projects, processes, data, communication, and community, all focused on meaningful use of performance and comparison data. Using the virtual room metaphor, the EdPlan design and implementation is informed by the Baldrige Performance Excellence Program, national and state specific guidance, school developed approaches, and combined expertise and experiences of researchers and practitioners.

**P19 SICET- College Faculty's Readiness of Open-Education: Scale Development and Faculty's Perceptions** ***Huei-Chuan Wei***, *National Chiao Tung University*
***Chien Chou***, *no*

This study aimed to develop an instrument for college faculty's readiness of open-education. Through an exploratory factor analysis, the College Faculty's Readiness of Open-Education Scale (CFROES) was validated and six dimensions were verified: administrative support, personal characteristics, open-education acceptance, interaction with learners, perceptions of ICT competency, and effects on teaching performance. We found that faculty with open-education experiences exhibited significantly greater readiness in all dimensions of CFROES than did faculty without open-education experiences.

**P20 SICET- Effects of Online Learning Students' Use and Perceived Usefulness of Interactive Functions on Their Performance** ***Huei-Chuan Wei***, *National Chiao Tung University*
***Chao-Hsiu Chen***, *National Chiao Tung University*
***Chien Chou***, *no*

This study examined the relationship among college students' perceived usefulness of the interactive functions, their self-reported frequency of using the interactive functions, and their learning performance in an online learning environment. The results indicated that students' perceived usefulness of the interactive functions could influence their self-reported frequency of using the functions, and students' self-reported frequency of using the interactive functions served as a mediator of their learning performance. Implications and future research directions are discussed.

**P21 SICET- Phenomenological Study of ELP Teachers' Lived Experience of Teaching in New Generation Learning Spaces** ***Lina Metlevskiene***, *KSU*

Learning spaces are forgotten but a very important technology that can accelerate learning. New generation learning spaces (NGLS) are very flexible and equipped with new cutting edge technology. Effective use of NGLS depends on teacher's ability to read into NGLS affordances and their skill to create an innovate instruction. This poster will provide findings of phenomenological study that taps into teachers' lived experience of teaching in NGLS.

**P22 SICET- [NR]Using Cognitive Load Theory to Design and Develop Online/Blended Courses in Nursing Higher Education** ***Wei Zakharov***, *Purdue University*
***Janet Thorlton***, *Purdue University*

Purdue Academic Course Transformation (IMPACT) project started in 2011 to improve student competency and confidence through redesign of courses by using research findings on sound student-centered teaching and learning. Authors, an educational technologist and a faculty member in Nursing, were actively involved in this project. In this article, they explored a practical approach for faculty in Nursing Higher Education to design and teach online/blended courses from Cognitive Load Theory perspective.

**P23 TED- How does iPad use enhance or detract from a study abroad experience.** ***Theresa Cullen***, *University of Oklahoma*

Twenty teacher education students in a one to one iPad program (ages 19 to 22) spent four weeks studying abroad in Italy. Students were asked how they used their iPads and how it enhanced their study abroad experience. Due to the limits of unreliable wifi they did not feel that the iPads enhanced their study abroad experience but did use the technology to assist them fight homesickness and communicate back home.

**P24 TED- Issues in activity to improve subjects and methods in university lesson through active learning using media** ***Morio Yoshie***,

In order to search for qualitative change in university teaching, present work at first describe category of teaching method in particular lessons of teacher education by the author. Secondly, by examining the active learning using media in those particular instances, discuss issues to improve subjects and methods in university lesson.

**P25 TED- Language Teachers' Pedagogical Beliefs behind Their Technology Integration Practices and Visions** ***Ai-Chu Ding***, *Indiana University*
***Anne Ottenbreit-Leftwich***, *Indiana University*

In language education, the emphasis of pedagogical beliefs has been focused on constructivist-oriented beliefs, specifically emphasizing the sociocultural perspective of language instruction. However, it remains unclear whether language teachers' technology use supports the sociocultural perspective in their language education classrooms. Using a multiple case-study research design, this research aims to examine how language teachers envision or practice technology integration in their language instruction and how those visions or practices align with a sociocultural perspective.

**P26 TED- Supporting Change in Teacher Practice: Examining Teachers Professional Development for Technology Integration** ***Yin-Chan (Janet) Liao***, *Indiana University*
***Anne Ottenbreit-Leftwich***, *Indiana University*
***Krista Glazewski***, *Indiana University*
***Thomas Brush***, *Indiana University*
***Michael Karlin***, *Indiana University - Instructional Systems Technology*

Technology initiatives in K-12 education are changing

rapidly and generally not accompanied by useful professional development (PD) that results in teachers' effective use of technology (Project Tomorrow, 2013). In order for teachers to use technology, we need to know teachers' needs and perceptions of effective PD. This study focused on examining teachers' PD needs and their perception of effective technology PD to provide more useful PD programs to support K-12 teachers' technology integration.

**121. RTD -Membership Meeting**
*10:30 am to 11:30 am*
*Hyatt Regency - 3rd: Discovery B*
Chair:
***E-Ling Hsiao***, *Valdosta State University*

**122. Roundtable Session 2**
*10:30 am to 11:30 am*
*Indy Convention Center - Indy Convention Ctr (Rm 231) - Roundtables*
*Participants*

**T01 AECT- Socratic Method: How to Use it in the Conference** ***Abbas Johari***, *Cameron University*
***Ryan Dang***, *Cameron University*

This presentation will define the Socratic Method, the critical components of the Method, the Socratic presenter, and how to use this Method in conference presentations. It introduces a major transformational change model: a prototype that refutes traditional PowerPoint driven lectures and encourages critical thinking discussions.

**T02 CLT- A Support Mechanism for Collaboration Toward Culturally Relevant and Responsible Instructional Technology Inquiry and Practice** ***Amy C Bradshaw***, *University of Oklahoma*

An online mechanism is being developed to help facilitate scholarly collaboration, vision development, recommendations regarding readings and other resources, and mentoring of early career faculty and graduate students with interests at the intersections of culture, learning and technology. This session discusses progress to date and invites input, collaboration, and feedback. Individuals at any stage of their careers are welcome to join this discussion.

**T03 CLT- [NR] Holler: Digital natives and digital immigrants in an online social network designed for Central Appalachia** ***Bruce Parsons***, *Morehead State University*

The Holler.org is a social learning network and online course delivery website built to increase educational opportunities in Central Appalachia. This session will introduce the first year of the Holler website and the path to a critical mass of users in seventeen school districts in Eastern Kentucky. The conversation will focus on the digital divide between student users and teacher and administrative users of the site and strategies for better engaging teachers within the network.

**T04 CLT- Individuals with Intellectual Disability: Higher Social Maturity and Less Support Needs Means Stronger Digital Propensity** ***Soonhwa Seok***, *Korea University*
***Boaventura DaCosta***, *Solers Research Group*

To assist in gaining a greater understanding of technology and support systems for youth and young adults with intellectual disability (ID), we present a study identifying the relationship between propensity toward technology and support needs. Numerous findings will be discussed to include youth with ID who need less care in the support system with higher social maturity utilize information and communication technology more often and more effectively in their daily activities.

**T05 CLT- Popular Culture By Design: Uniting Media Literacy and Instructional Design Through a Crowd-Sourced Teaching Tool** ***Greg Williams***, *Brigham Young University*

In order to prepare young people and leaders in our changing and media-saturated world, it is imperative that we better understand the role of popular culture as it pertains to student learning. In this round table we will explore the implications of using popular culture artifacts as both primary and supplemental texts to instruction, and discuss a developing crowd-sourced design tool that enables teachers to browse, search, and share popular culture content around the world.

**T06 CLT- The Cyber Victimization of Young People – An Investigation into Risk, Impact, and Prevention** ***Soonhwa Seok***, *Korea University*
***Boaventura DaCosta***, *Solers Research Group*

By and large, empirical research focused on youth and the negative aspects of the Internet has attempted to estimate the extent of online exploitation, whereas investigations that rigorously try to quantify online practices that directly result in the exploitation and subsequent victimization of young people are few. Grounded in Routine Activity Theory, a study (N = 1,092) is presented which examined the online practices of young people that contribute to risk.

**T07 D&D- A Review of Mobile Learning Models and Framework** ***Yu-Chang Hsu***, *Boise State University*
***Yu-Hui Ching***, *Boise State University*

This research focuses on categorizing and synthesizing models and frameworks targeted on mobile learning. Seventeen papers were reviewed, and the models or frameworks were divided into five categories and discussed: 1) pedagogies and learning environment design; 2) platform/system design; 3) technology acceptance; (4) evaluation; and 5) psychological construct. The categorization and analysis can

help inform evaluation, design, and development of curriculum and environments for meaningful mobile learning experiences for learners of various demographics.

**T08 D&D- Challenges in Robotics Education and Recommendations for Its Future Direction: A Literature Review** ***Seungki Shin***, *Learning, Design, and Technology in The University of Georgia*
***Ikseon Choi***, *The University of Georgia*

STEM education has recently become popular in schools as a way of enhancing creativity and problem solving ability, and many schools are making a commitment to STEM education as a result. Choice of teaching material is a very important part of well-organized STEM instruction. There are many hands-on educational tools available for STEM education; one of them is robotics. However, various problems may occur in robotic STEM education. This paper will research the current state of robotic STEM education and consider some of these problems.

**T09 D&D- Designing an online collaborative tool for middle school students** ***Pi-Sui Hsu***, *Northern Illinois University*
***Yan Chen***, *Northern Illinois University*
***Rosarin Adulseranee***, *Northern Illinois University*
***Eamon Newman***, *Northern Illinois University*
***Jason Underwood***, *Northern Illinois University*
***Cameron Wills***, *Northern Illinois University*
***Margot Van Dyke***, *O'Neill Middle School*

The objective was to design a cross-cultural, web-based learning environment for middle school students to develop their argumentation skills through discussing topics in science. The team designed two versions of graphic icons for each argumentation skill, for teacher input and for different teams. The design team refined the design to be gender and culturally neutral icons to represent the argumentation elements and the user interface based on student users' experience.

**T10 D&D- How Do Students Cope With Multitasking? An Investigation of Chat Messages in Concurrent Multitasking Situations** ***Muhterem Dindar***, *Anadolu University*
***Yavuz Akbulut***, *Anadolu University*

This study explored the relationship between chatting in concurrent multitasking situations and learning performance of college students. Undergraduate students were randomly assigned to several web-based multitasking situations while learning from different video contents. Two of the interventions required chatting as a concurrent multitasking activity. Through the tracking feature of the system, both quantitative and qualitative data were collected to investigate how students regulated their chat while learning.

**T11 D&D- Social Network Analysis as a Design-Based Research Tool in Deploying University-Wide Online Quality Course Standards** ***John Cowan***, *Northern Illinois University*
***Aline Click***, *Northern Illinois University*
***Stephanie Richter***, *Northern Illinois University*
***Jason Underwood***, *Northern Illinois University*

This presentation shares the results of an ongoing design-based study that uses social network analysis to gather feedback during the development of a campus-wide implementation of the Quality Matters™ standards for online courses. A review of the literature on the use of design-based research and social network analysis for program development is included. The authors share the design, analysis and findings for each developmental phase and if/how iterative analysis informed changes in subsequent development cycles.

**T12 D&D- Stimulating The Imagination To Accelerate Learning And Performance** ***Ramsamooj Javier Reyes***, *University of Central Florida*
***Atsusi Hirumi***, *University of Central Florida*

A plethora of neuroscience research on the physiological activities that characterize image creation and manipulation sheds light on where imagination occurs and how to stimulate imagination to accelerate learning. However, little has been done to synthesize this body of knowledge to guide teaching and learning research and practice. This session will present a synopsis of related research findings, discuss implications for instructional designers, and solicit input from participants to generate discussion and reflection.

**T13 D&D- The Use of Demonstration as a Mechanism for Effective Serious Game Design** ***Ali Alshammari***, *Purdue University*

This paper will explain how to support gameplay in the creation of a serious game through the use of demonstration. Acknowledging that the study of gameplay has long been neglected in the process of developing serious games, this paper focuses on reviewing some instructional theories and models about demonstration in instruction in order to explore possible implementations of these theories and models on serious game design.

**T14 D&D- Tinkering and Engineering Reinforcements: Improve Mathematics Learning through 3D Printing and Modeling** ***Yan Sun***, *University of West Alabama*

This proposal introduces a project integrating emerging 3D printing and modeling technology into designing and developing the engineering and 3D tinkering integrated mathematics learning modules for middle and high school students. In the learning modules, middle and high school students will apply their

mathematics knowledge and skills to solve engineering design challenges, turn their design solutions into 3D designs using TinkerCAD (a free browser based 3D modeling program), and finally turn their 3D designs into physical products using 3D printers.

**T15 DDL- Active Learning for Adult Learners in Online Learning Environments** ***Yu-Chun Kuo***, *Rowan University*
***Yu-Tung Kuo***, *Purdue University*

Active learning becomes an important instructional approach to engaging adult learners in online learning. In this paper, we introduce active learning based on a review of existing literature on active learning, including the theories that support active learning, learning outcomes, and the alignment of adult learning principles with active learning. Specifically, we discuss the application of active learning in online settings, such as the issues regarding design, development, and implementation of online active learning.

**T16 DDL- Essential E-mentors' Characteristics for Mentoring Online Doctoral Dissertations: Faculty Views** ***Auslyn Nieto***, *University of Phoenix*
***Mansureh Kebritchi***, *University of Phoenix*

Effective mentoring is an integral component of the doctoral dissertation process. Many studies have explored the triadic symbiosis of faculty mentoring skills, responsibilities, and values within the dyadic mentor-protégé relationship. However, few studies have substantively analyzed faculty views of the essential e-mentors' characteristics crucial for mentoring online doctoral dissertations. This presentation clarifies online mentoring functions and faculty roles as archetypal mentors and examines whether the essential characteristics perceived by faculty participants matches the archetypal model.

**T17 DDL- Faculty Online Professional Development Barriers and Motivations** ***Kathryn Miller***, *Morehead State University*
***Lenora Jean Justice***, *Morehead State University*

The session will be a roundtable discussion on the motivation and barriers for faculty to take online professional development. The presenters will engage participants in a conversation on online professional development. Research results will be presented in electronic and paper format, and a question and answer session will be encouraged.

**T18 DDL- Investigating Students' Perceptions of Using WEB 2.0 as a Personal Learning Environment (PLE)** ***Jieun Lim***, *Purdue University*
***Jennifer Richardson***, *Purdue University*

Researchers suggest that web 2.0 tools can be an effective environment for individualized learning. Exploring Students' perceptions of using web 2.0 for Personal Learning Environment (PLE) is the important first step to establish web 2.0 as a PLE in that PLE emphasizes the active role of each learner. To explore students' perceptions of using web 2.0 tools as a PLE, interview were conducted with undergraduate students in higher education and analyzed using the constant-comparative method.

**T19 DDL- Learning Style as an Indicator of Online Learning: Cases of Learners' Participation in Text-based Discussion** ***Yufei Wu***, *Syracuse University*
***Jing Lei***, *Syracuse University*

Learners with different learning styles participate differently in a single modality learning environment. However, most of the asynchronous online discussion is designed as a text-based only learning environment without consideration of learners' learning styles. Through data collected from interviews and surveys, this study examines how learning styles, combines with learners' perceptions, affect learners' participation in text-based online discussion, and explores how online discussion can be better designed and guided to cater to different learning styles.

**T20 DDL- Peer-led online discussion in compressed courses: Do the benefits outweigh the logistical risks?** ***Penny Thompson***, *Oklahoma State University*

This study explored whether there were differences in the quantity and quality of online discussion posts when identical prompts were provided by peers and by the instructor. Discussions from two years of an 8-week course, representing the peer-led and instructor-led conditions, were compared. The peer-led condition produced deeper levels of reply posts compared to the instructor-led condition. Results suggest some value in peer-led discussion even in compressed courses where instructor-led discussion would appear more efficient.

**T21 DDL- Running Learning, Social Exchange, and Communication over a Listserv: The State of ITForum 2015** ***Scott Joseph Warren***, *University of North Texas*
***Jenny S Wakefield***, *University of North Texas*

The Information Technology Forum listserv, better known as ITFORUM, is hosted for AECT at a southwestern US university. In 2012, a survey examined the opinions of members regarding the state of the forum. It further explored possible changes to improve technology-supported professional development discourse facilitation. In 2012, members indicated that they find value in the communication, professional development, and community the Forum provides. The 2015 study reported here explored the current state of the ITFORUM.

**T22 DDL- Social Presence in an Online Course Supported with Social Network Site** ***Serkan İzmirli***, *Canakkale Onsekiz Mart University*

Social presence is the feeling of presence with others

in a social environment. Social presence has positive effects on achievement and satisfaction. The purpose of this research was to examine social presence in an online course supported with social network site (Facebook). Participants of the study were 19 preservice teachers. Data was collected through semi structured interviews and document analysis.

**T23 DDL- Student Characteristics and Meaningful Interaction in an Online Class** ***Minkyoung Kim***, *Indiana University*
***Eulho Jung***, *Indiana University*

Researchers indicate that interaction is an essential component in promoting quality learning in any learning environments. However, apparently not every interaction leads to a positive influence on learning. To address this, researchers have focused on meaningful interaction that occurs when it directly influences on learner's' intellectual growth and their learning processes. This study examines factors that possibly influence meaningful interaction in an online learning environment with a particular emphasis on learner characteristics.

**T24 DDL- Surveillance in Online College Classes: Experiences, Perceptions, and Ethical Questions** ***Sarah Miranda Hepler***, *Georgia State University*

Ever-increasing surveillance techniques are becoming commonplace in undergraduate online classrooms as students, faculty, and quality managers watch and categorize each other using tools native to learning management systems. Thus, all members of online classroom communities have the potential to engage in the surveillance culture as watchers and watched. This roundtable will focus on the experiences of the watchers/watched as well as consider practical and ethical questions related to the culture of online surveillance.

**T25 DDL- The MOOC Study group to promote social presence, interactions and collaborative learning** ***Pin-Ju Chen***, *National Taiwan University of Science and Technology*
***Yang-Hsueh Chen***, *National University of Tainan, Taiwan*

This case study explored a blended learning model in MOOC study group. It aimed to promote social presence, interactions and collaborative learning of MOOC learners via online and offline study group of the same cohort. The results showed that participants developed the sense of community, interacted with each other, and learned collaboratively. The implications of this type of study group for MOOC learning is also discussed.

**T26 DDL- Threshold Concepts and Phenomenography in Online Course Design** ***Heather Robinson***, *University of North Texas*
***Michelle Moore***, *University of North Texas*
***Alana Phillips***, *University of North Texas*
***Anneliese Sheffield***, *University of North Texas*

In this presentation, phenomenography is proposed as a method for analyzing threshold concepts in course design of online constructivist courses. Phenomenography is the study of people's experiences. It has been primarily applied to education settings. Accurately assessing learners' understanding of threshold concepts using phenomenography may prove helpful in mediating confusion due to gaps in understanding and misconceptions. This presentation is expected to be of value to online course designers.

**T27 DDL- [NR] Universal Design in Open And Distance Learning Systems** ***Ayse Aydın Akkurt***, *Anadolu University Turkey*
***Murat Ataizi***, *Anadolu University*
***Suleyman Ari***, *Anadolu University*

Implementation of Universal Design Approach in the design of Open and Distance Learning Systems would provide a more inclusive learning process. In this study, main components of an Open and Distance Learning System will be structured based on Universal Design approach in line with the expert opinions.

**T28 DDL- Using Learning Analytics to Predict Academic Achievement and Explain Differences in Grades** ***Amit Chauhan***, *Florida State University*

This paper uses learning analytics to measure and predict academic achievement. The data gathered from learner interaction can be used to assess the mastery of concepts and achievement of learning outcomes. Learning analytics assumes great significance in this context to analyze the patterns of learner interaction for predicting academic achievement. Learning analytics can be used to explain the differences in grades and designing timely interventions for improving learning outcomes.

**T29 ST&C- Aligning Change Theory to a Process Model for Assisting Asthmatic Patient Self-Identification** ***Thomas Watson Lamey***, *University of South Alabama*
***Gayle V. Davidson-Shivers***, *University of South Alabama*

This proposal aligns a change theory by Berger and Luckmann to a process model developed by Prochaska and DiClemente to assist asthmatic patients identify with their disease. Attending educators and instructional designers will discuss and know how to prescribe a systemically driven model that creates alternation of the asthmatic patient based on sound theory and empirical research.

**T30 ICEM- Incidental Language Learning and Popular Media: A Conceptual Software Design for Arabic English Language Learners** ***Majed Aleisa***,

*Sam Houston State University*
***Jason Fuqua***, *Sam Houston State University*
***Slimane Aboulkacem***, *Sam Houston State University*
***Hannah R. Gerber***, *Sam Houston State University*

English language learning through language media can be more beneficial to learning than formal English language classes. Hulstijn (1989) defined incidental language learning as "the accidental learning of information with-out the intention of remembering that information" (p.327). Based on Hulstijn's definition, we posit that using a leveling tool will facilitate English language learners in comprehending the language level difficulty within the media that they are viewing, thereby aiding them in their future learning.

**T31 INTL- Individual Differences and an Adaptive Open and Distance Learning Environment** ***Emrah Emre OZKESKIN***, *Anadolu University*
***Cengiz Hakan AYDIN***, *Anadolu University*

This presentation aims to discuss second phase of a continuing dissertation project about designing an Adaptive Open and Distance Learning Environment (A-ODLE). The first phase has been discussed in previous AECT Convention, (2014). In this paper the findings of focus group study on the question "which learner differences have more importance when designing an adaptive learning environment for open and distance learning?" will be discussed with the participants who are interested in adaptive learning environments.

**T32 INTL- Providing Learner Services and Support: Improving Text-Driven Learning Environment of Distance Learning with Online Tutorials** ***Chien Yu***, *Mississippi State University*
***Joanne E. Beriswill***, *Mississippi State University*
***Szu-Yueh Justine Chien***, *UGA*

The key to sustaining distance learners' interest and motivation to continue in distance learning appears to be learner services and support. The purpose of this presentation is to investigate how students perceived their distance learning with online tutorial support. By discussing various issues and challenges when teaching software programs online, the presentation discusses additional tips and recommendations how to better plan, design and incorporate online tutorials into an online course.

**T33 INTL- Social Media and Learning in Saudi Arabia: Spread and impact** ***Majed Alharthi***, *Indiana University of PA*
***Luis Camillo Almeida***, *Jackson State University*

Social media includes network-building activities over the internet using a variety of media resources such as images, text and multimedia content. Social media today is about shared dialogue, information seeking and education. The increasing number of social networking sites has led to an enormous increase in their popularity resulting in a tremendous opportunity for learning to occur among international learners. This proposal discusses the current state of social media and what can be done to promote learning cross-culturally.

**T34 INTL- Using Technology to Enhance Intercultural Communicative Competence in Teacher Education Program** ***Szu-Yueh Justine Chien***, *UGA*
***Wan-Lin Yang***, *National Cheng Kung University*
***Chien Yu***, *Mississippi State University*

Intercultural communicative competence (ICC) includes individuals' attitude, knowledge and skills in understanding the world from the perspectives of both individuals' own culture and other cultures. Educators need ICC to better assist their learners from different backgrounds. This study is aimed to understand how to help pre-service teachers develop ICC in a cross-cultural communication project.

**T35 IVLA- [NR] Graphic Novels in Bibliotherapy: Visual Support for Mental Health Treatment for People Struggling with Literacy** ***Edward Francis Schneider***, *University of South Florida*
***Peter Cannon***, *University of South Florida*

Many people in the various parts of America's criminal justice system struggle with both mental health issues and literacy. Bibliotherapy is a proven, low cost mental treatment methodology. The problem arises with the idea that bibliotherapy normally relies on patient literacy. This session will discuss a project that is using graphic novels to solve this problem, and it will give details on best practices on using visual media in bibliotherapy.

**T36 KSET- Investigating the Effects of a Middle School Environmental Conservation Camp with Transformative Learning Principles** ***Myunghee Kang***, *Ewha Womans University*
***Woori Kang***, *graduated student*
***Young Ran Yoo***, *Post-doctoral Researcher*
***Seonghye Yoon***, *Ewha.ac.kr*

This study investigated the effect of environmental conservation camp based on transformative learning principles for adolescent. Environmental behavior intention, attitude and leadership were postulated as a outcome variables for this study. Latent mean analysis and multi-group analysis was conducted to compare the differences between participant and non-participant group. The result proved the effectiveness of transformative learning, and verified the relationships among variables.

**T37 KSET- Effects of Peer Feedback on Learning Achievement** ***YEJIN KIM***, *Ewha Womans University*
***Kyu Yon Lim***, *Ewha Womans University*
***Myunghwa Jin***, *Ewha Womans University*
***Hae June Kim***, *Ewha Womans University*

The purpose of this study is to investigate the effects of peer feedback on academic achievement in project-based learning. Participants are sixty undergraduates who perform a small group project for a month, and they are expected to provide feedbacks on others' design documents. Research questions are whether the quality and the perceived usefulness of peer feedback influence the academic achievement. T-test will be used to compare the achievement.

**T38 KSET- Designing a Learning Tool to Support Regulation of Learning in Personalized Integrated Educational System (PIES)** ***Daeyeoul Lee***, *Purdue University*
***Sunnie Watson***, *Purdue University*
***William Watson***, *Purdue University*

With the needs of learner-centered paradigm of education, technology will be needed to incorporate tools to support self-regulated learning. A personalized integrated educational system (PIES) has been suggested as a new technology, but there has been little effort to envision and design tools to support regulated of learning within PIES. Additionally, few studies developed tools to support interpersonal regulation, which is important to successful collaboration. This paper describes a tool to support regulation of learning.

**T39 KSET- Analyzing weekly traces of online behavioral data: Exploratory Study to find critical time for prediction** ***Jeong Hyun Kim***, *Ewha Womans University*
***Hyeyun Lee***, *Ewha W. University*
***Min Sun Kim***, *Ewha Womans University*
***Yeonjeong Park***, *Ewha Womans University*
***Il-Hyun Jo***, *Ewha Womans University*

This study analyzed 194 college students' online behaviors in weekly-base to find the critical time to predict their learning achievements. The data-exploration tracked from LMS contributed to developing an elaborated prediction model, with which instructors are able to provide timely and more proper interventions to students. Multiple regression analysis conducted repeatedly to compare the predictability among the fifteen weekly models present a possibility for developing an adaptive prediction system in the context of online learning.

**T40 MPD- Creating an Interactive Blended Public Speaking Course Using Captivate 7: Describing Our Process** ***Willette Brye***, *University of South Alabama*

A description and evaluative judgment of the process used to redesign a blended public speaking course to make the course more interactive will be provided. Individual interviews and questionnaires conducted with project personnel in addition to project documents will be discussed. The sharing of experiences of the project team will provide faculty development departments, instructional designers, and instructional media specialists, information on the challenges and opportunities involved with redesigning a blended course using Captivate 7.

**T41 MPD- Digital Media Camp: Teaching Media Literacy and Digital Media Skills** ***Gregory Francom***, *Northern State University*

Digital Media Camp is a three-day camp in which participants create media and decode the media messages to which they are exposed. During this camp, participants develop digital media projects, including audio, drama and documentary video. The purpose of this session is to share lessons learned from my personal involvement with the first three years of Digital Media Camp, and also to make connections with others who may run similar summer camp experiences.

**T42 MPD- Locating, Tracking, and Sharing Instructional Resources** ***Kenneth Luterbach***, *East Carolina University*

Effective instructional websites, apps, and resources are plentiful, which is advantageous, but they must be located first and then records kept to recall how to access and share them. In this roundtable session we will discuss how we locate, track, and share effective and efficient instructional resources. Participants will also be able to compare their methods to a new system on the World Wide Web for managing effective, efficient, satisfying, and inspiring tutorials.

**T43 MPD- OSMO-The Combination of Tangible Play and Augmented Reality Game** ***Ming Ma***, *The Pennsylvania State University*

Osmo is the iPad accessory that offers educational games. It use mirror over the iPad camera to skew gaze down to the action on the table, and can instantly detect letters, shapes and in some cases children's drawing by adopting augmented Reality technology. Instead of just being an app, Osmo incorporates "tangible" pieces in the real world to reap the best of both the digital and physical realms to learn creative problem-solving in a natural way.

**T44 OT&P- Applying Binder's Six Boxes Model to Improve Doctoral Student Retention and Completion** ***Holley Handley Langille***, *University of West Florida*
***Nancy B. Hastings***, *University of West Florida*

This discussion presents the application of Binder's Six Box model to identify causes for doctoral student completion or attrition. The Six Box Model is discussed in the context of environmental and individual factors that contribute to the success or failure of a doctoral student completing his/her

degree. The emerging field of cause analysis in human performance technology is taken from the traditional corporate setting and applied to learning and development in higher education.

**T45 OT&P- Needs Assessment Disasters: Problems in Conducting Performance Assessments and How to Prevent Them** ***Howard Kalman***, *Ithaca College*

This session describes common errors encountered in conducting needs assessments. These errors result in less effective designs, cancellation of projects, client perceptions of "paralysis" and delayed action, dissatisfied clients, and compromised or unsatisfying outcomes. The session will include discussion of process consultation and suggest strategies to avoid these errors.

**T46 OT&P- Real Projects, Real Clients: Preparing Performance Improvement Practitioners for the Workplace** ***Steven W. Villachica***, *College of Engineering, Department of Instructional & Performance Technology*
***Quincy Conley***, *Boise State University*

How do master's programs accelerate the creation of workplace-ready practitioners who can improve workplace performance in ways organizations value? One way is to ensure that students get experience working in virtual teams to complete authentic projects in needs assessment, instructional design, and evaluation. Join a roundtable discussion focused on practical suggestions for supporting such courses: Course Design Project Qualification Project Deliverables Discussions, Projects, and Assessments Team Support Other Confessions Continuing this Conversation Past the Conference

**T47 SICET- A Study of the Demographic Differences of Instructors in Using E-Textbooks in Higher Education** ***Sirui Wang***,

This presentation would discuss how demographic information, which included state of residence, gender, age group, and study fields, differ between instructors who are using e-Textbooks and those who are not using e-Textbooks in teaching in higher education. It would also consider and explore about the potential factors besides demographics that influencing instructors using e-Textbooks in teaching if any.

**T48 SICET- Access or Flexibility? A Theoretical Exploration in a New Phase of Distance Education** ***Hengtao Tang***, *SICET*
***Yingxiao Qian***, *University of Georgia*

Distance education has morphed into a new phase with a wide integration of emerging technology. The innovative trend thus evokes a debate about whether distance education is primarily about providing access to quality educational opportunities or now more about adding flexibility and emerging technologies to educational opportunities to accommodate today's learners. The paper explores the theoretical foundation of distance education in the new phase through a comparison with flexible education, e-learning, and mobile learning.

**T49 SICET- Access to Knowledge: Barriers and Opportunities for College Students in MOOCs** ***Ahmed Mukhtar***, *University of Missouri columbia*

Many scholars (Kop, 2011; Waard et al, 2011) valued MOOCs as online open resources. Irrespective of the affordability and prominence of MOOCs, this paper aims to question the college students who registered for MOOCs during their degree studies to explore learners' perceptions considering the idea of access to knowledge. Aspects from students' development related to globalization, 21st century skills and professional development will be discussed. Opportunities to increase access to quality online resources are essential for success.

**T50 SICET- An Evaluation of the Impact of Using iPads in Teacher Education** ***Ying Wang Shen***, *University of Northwestern - St. Paul*

This roundtable will report findings from an on-going study of evaluating the use of iPads in teacher education programs in a Midwestern private university. 85 students (56 in fall 2013 and 29 students in fall 2014) participated in an online survey. Five instructors in fall 2013 and 4 in fall 2014 participated in semi-structured face-to-face or email interviews. More data will be collected and analyzed by the end of the spring semester of 2015.

**T51 SICET- The adoption of Interactive Whiteboard in Taipei City: Middle school teachers' view through UTAUT** ***CHENG-HSIN (ALAN) KU***, *Soochow University*

This research conduct a study toward middle school teachers in Taipei City. In order to investigate the adoption of Interactive Whiteboard in Taipei City's middle schools, a research model based on Unified Theory of Acceptance and Use of Technology (UTAUT) will be formed for further questionnaires and interviews. The results of the research will give the school districts superintendents and administrators insight information on further promoting and engaging teachers in teaching with Interactive Whiteboard.

**T52 SMT- Collaborative Communication in the Classroom** ***Patrice Coney Nyatuame***, *Morehead State University*

The presenter will discuss the importance of using Collaborative Communications tools in the classroom. The presenter will demonstrate how to use various tools from Office 365 for Business to build behavior charts and using your mobile device to input information using voice. Creating

evaluation assessments from Excel survey and develop collaborative documents that students can access from anywhere Wi-Fi is available.

**T53 SMT- Driving Engagement through Student Voice and Choice** ***John Riley***, *Morehead State University*

This roundtable session will focus on driving student engagement by incorporating blended learning techniques that foster student voice and choice. This discussion is spurred by a k-12 initiative to aid teachers in adopting blended learning strategies that integrate student ownership in their learning and assessment. The session will include a discussion of how the blended learning model has been introduced and implemented and the impact it has had on student engagement.

**T54 SMT- Exploring Small Group Interaction in Online Collaborative Learning Environment** ***Derya KICI***, *University of Toronto*

The aim of this study is to explore to what extent the small group interaction occurs among the adult learners who studied a collaborative learning application. In this study, a learning application was designed following the goal based scenario design principles (Schank, Fano, & Bell, 1993/1994) and developed as a Facebook application. This application was studied by 100 adult learners. In order to investigate small group interaction, both quantitative and qualitative data were analysed. The quantitative analysis conducted on 11 groups out of 25 (each with 4 participants) while only 2 groups, which have the maximum percentage and average percentage of collaborative activities, were investigated for qualitative analysis. As a result of the analysis, the findings showed evidence of effective interaction and collaboration Author Keywords: collaboration; small group interaction; online learning.

**T55 SMT- Incorporating Electronic Storybooks into Shared Reading Programs by Kindergarten Teachers: A Multiple Case Study** ***Sha Yang***, *Purdue University*

This qualitative case study examines how two kindergarten teachers utilized electronic storybooks for shared reading and their attitudes towards adopting this tool as a resource for reading. Researchers suggested that shared reading of electronic storybooks could help children pay attention to plots and increase language production. However, there is a scarcity of research exploring teachers' experiences of utilizing electronic storybooks for shared reading in kindergarten settings. This study was designed to fill in this gap.

**T56 TED- A case study of an online professional development program for middle level teachers** ***Jin Mao***, *Wilkes University*
***Mary Kropiewnicki***, *Wilkes University*

This evaluative case study focused on a grant-funded online professional development program for middle-level teachers in science and reading. Overall, the participating teachers showed positive attitude toward the oTPD. The authors will discuss what worked and what did not work well in this oTPD program and their implications for designing teacher professional development programs within the context of the study and the TPACK model.

**T57 TED- Constructing Technical Pedagogical Content Knowledge: Prepare Student-Teachers for Racing into the Future** ***Hua Zheng***, *the University of Georgia*
***Robert Maribe Branch***, *University of Georgia*

Using technology to teach and learn is an essential and increasingly important competency in the 21st century. This study utilizes the Technological Pedagogical Content Knowledge model (TPACK) (Mishra & Koehler, 2006) to interpret student-teachers' professional craft that is constructed and evaluated via technology-enhanced reflection activities in line with Constructivism. This presentation is to demonstrate the reflection strategies and activities adopted in our pilot study and their impacts on helping student-teachers' construction of TPACK.

**T58 TED- Emergent Learning Paths and Pedagogical Implications for Faculty** ***Marianne Justus***, *University of Phoenix*

This presentation will introduce an exploratory qualitative case study addressing faculty attitudes toward the pedagogical value of integrating emerging technology and the conditions most likely to promote such integration. Despite the promise that technology holds for education, current approaches to integrating technology have proven to be complex and frustrating for instructors. Attendees will be invited to provide additional insights.

**T59 TED- Exploratory Analysis of a Motivation Focused Pre-Service Teacher Technology Course** ***David Gardner***, *Texas Woman's University*

This presentation highlights the findings of a pre-experimental analysis of a pre-service teacher technology course that was redesigned using John Keller's ARCS model of motivational design. Quantitative and qualitative data was collected and evaluated to determine if the core goals of the motivational redesign were achieved and if an argument could be made for continued development of the course as well as additional experimental research.

**T60 TED- Guiding Preservice Teachers' Critical Thinking about Effective Technology Integration** ***Elizabeth Brott Beese***, *Purdue University*
***Erin Besser***, *Purdue University*
***Adrie Koehler***, *Purdue University*

We all want our preservice teachers to integrate

technology "effectively," and not "trivially." Communicating to students the essential differences between "quality" vs. "trivial" digital tool integrations is a challenge, however. The purpose of this research was to gather the literature and synthesize from it a list of critical thinking questions that will help students critically evaluate technology integrations they see in real life, in case studies, or, eventually, reflexively, in their own classrooms.

**T61 TED- Preparing Instructional Technology Coaches for Learning Assessment** ***Linda Haynes***, *University of West Georgia*

Graduate students in an online program serve as coaches to teachers who are learning to integrate technology and assess technology-enhanced instruction. The graduate student coaches work with teachers to develop an assessment plan, implement the assessment, prepare a report of student learning, and develop plans to improve future instruction based on the findings. Specific examples of assessments and student and teacher work products will be shared with participants.

**123. CLT Petcha Kucha - Exploring the Culture of Women in Technology and STEM Fields**

*11:00 am to 11:45 am*

*Hyatt Regency - 3rd: Studio 1*

**Exploring the Culture of Women in Technology and STEM fields** ***Laurie O. Campbell***, University of Central Florida; ***Glenda A. Gunter***, University of Central Florida; ***Christine Herlihy***, University of Central Florida

Women in STEM related fields and specifically in technology have declined from the work force over the past 40 years. While programs abound both domestically and internationally to attract women into these STEM occupations the percentage of females to males remains unbalanced. Join our Pecha Kucha to discuss and explore this issue from a national and international perspective. Our presentation will present the culture of women in technology and what can be learned.

**124. D&D: Petcha Kucha (1)**

*11:00 am to 11:45 am*

*Hyatt Regency - 3rd: Studio 6*

**Accelerating Expert Noticing In Classroom Teaching, Nursing, And Academic Coaching** ***Peter Fadde***, Southern Illinois University; ***Abby Razer***, student; ***Lisa Blair***, Southern Illinois University

Expert performers in many professions seem to have an intuitive sense of what is important to attend to in rapidly changing situations. Our question is whether these "noticing" skills observed in experienced performers can be specifically trained early in the development of performers, thereby accelerating expertise. This Pecha Kucha panel describes interactive video observation activities used to train expert-like noticing in novice teachers, nurses, and academic coaches.

**125. D&D: Petcha Kucha (2)**

*11:00 am to 11:45 am*

*Hyatt Regency - 3rd: Studio 5*

**Accelerating Learning: Using Learner-Centered Research and Design Strategies** ***Michele Estes***, James Madison University; ***Lloyd Rieber***, University of Georgia; ***Richard Ingram***, James Madison University

In this session instructional designers and instructional technologists will explore learner-centered research and design strategies involving user experience, learner access, and neuroscience technologies. The panelists will provide foundational information, creative examples and professional stories. Each of the 3 presentations will last just 6 minutes and 40 seconds. A question and answer session with attendees will follow this fast-paced Pecha Kucha session.

**126. OT&P Pecha Kucha-Innovations in Doctoral Education**

*11:00 am to 11:45 am*

*Hyatt Regency - 3rd: Studio 3*

**Preparing future instructional design leaders – Proposing a new and innovative doctoral program** ***Yi Yang***, Franklin University; ***Joel Gardner***, Franklin University; ***Matthew Barclay***, Franklin University

The demand for professional practitioner-oriented doctoral education has grown rapidly over the past decade. We are proposing a professional practice doctorate in instructional design leadership to prepare the future leaders in instructional design and training field. This program is intended to prepare exemplary domestic and international leaders in instructional design and training by establishing a student-centered, professionally focused, inquiry driven, theory-to-practice, and globally significant environment that places high value on diverse cultures, experiences, and perspectives.

**127. SMT Pecha Kucha: An Innovative Statewide Approach to Bringing STEM Focused Education Technology to Teachers and Students**

*11:00 am to 11:45 am*

*Hyatt Regency - 3rd: Studio 2*

**An Innovative Statewide Approach to Bringing STEM Focused Education Technology to Teachers and Students** ***Sarah Brasiel***, Utah State University; ***Scott Smith***, Utah State University; ***Mason Reed Lefler***, Utah State University

Through the use of educational technology and personalized learning to meet individual needs, the state of Utah through a partnership with many

stakeholders has put its focus on improving STEM education in K-12. This session is intended for anyone interested in or currently working with K-12 schools on implementing technology in the classroom to improve quality instruction and outcomes for students.

**128. Committee: Publications**
*11:45 am to 12:45 pm*
*Hyatt Regency - 3rd: Outlook Boardroom*

**129. D&D / RTD - Awards Luncheon (preregistration required)**
*11:45 am to 12:45 pm*
*Hyatt Regency - 3rd: Cosmopolitan A*
Chairs:
***Darryl Draper***, *Old Dominion University*
***E-Ling Hsiao***, *Valdosta State University*

**130. Fun: Walk/Run**
*11:45 am to 12:45 pm*
*Hyatt Regency - 1: Level One*
Facilitator:
***Jennifer Banas***, *Northeastern Illnois University*
Check out Indianapolis on foot.....join us for the 6th annual AECT fun run! We will be running 5-10k (distance dependent on runners preferences) around the neighborhood. All paces and walkers welcome. Meet at the .....TBD.

**131. KSET - Luncheon**
*11:45 am to 12:45 pm*
*Hyatt Regency - Eagles' Nest*

**132. Morehead State University Doctoral Seminar-2**
*11:45 am to 12:45 pm*
*Hyatt Regency - 3rd: Discovery A*

**133. SMT -Luncheon (Tastings Bar)**
*11:45 am to 12:45 pm*
*Hyatt Regency - 2nd: Off-Site1*
Chairs:
***Dennis Beck***, *University of Arkansas*
***Rebecca D Hunt***, *Northern Illinois University*
The 2015 SMT luncheon will occur offsite at The Tastings, which is located at 50 West Washington St. Ordering of lunch will be individual choice. The restaurant menu is available online at http://www.tastingsbar.com/. Be sure to stay for the membership meeting that will follow immediately after lunch.

**134. AECT Standards: Information and Update**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Cosmopolitan C*
Presenter:
***Ellen S. Hoffman***, *University of Hawaii - Manoa*
Join the discussion of the current applications of and opportunities for the use of the current AECT Standards. Questions, member input, and feedback regarding proposed new options will be solicited.

**135. CLT - Institutional Implementation**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Studio 2*
Facilitator:
***Lina Metlevskiene***, *KSU*
Presenters
**[NR]Inking Pedagogy: A review of Effective Implementation in Engineering**
***Vaishali Nandy***, College of Engineering, Virginia Tech; ***david okoth***, Virginia Tech
Learning in the classrooms has not seen any significant revolution since the introduction of text books. Today, the millennial generation pride themselves in vast array of technology including smartphones, tablets, gamification, 3D-printing, consistent internet working, among others. But engineering educators are yet to tap into the mainstream that drives the passions of the millennial especially with regards to instructional technology.

**Learning and Pedagogical Agents: A Literature Review** ***Sezin Eşfer***, Middle East Technical University; ***Kursat CAGILTAY***, Middle East Technical University
The aim of this study is to examine the effects of using Pedagogical Agent (PA) on learning and determine under which conditions using PA is more effective to facilitate learning. The main research question of this study is "Does effect of using PA on learning change based on their features and their roles?". Results of thematically structured literature review reveals that audio-visual features of PA do not affect but their roles, missions, and pedagogical approaches are important for learning.

**Modeling Smart Device Integration in Policies and Practice** ***Kelly Noelle McKenna***, University of Northern Colorado
This study investigates the personal technology policies practiced and modeled in teacher preparation courses. Both explicit and implicit classroom policies were reviewed for teacher preparation classes to determine support for the allowance of technology by preservice teachers during their coursework. Syllabi from all teacher preparation classes were reviewed to determine the explicitly stated policies. Then, a survey was sent to all instructors of preservice teachers to further investigate technology policies and use in the classroom.

**136. CLT - Simulation and Virtualization**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Studio 3*
Facilitator:
***Denise Tolbert***, *National University*
Presenters
**Development of Adaptive Online Health Management System based on Self-Regulated Learning Strategies**

**for Surviving Cancer *Cheolil Lim***, Seoul National University; ***Sungwook Kim***, Seoul National University; ***Hyeonsu Kim***, Seoul National University, Korea; ***sunyeon lee***, Seoul National University; ***Jookyung Rhee***, Seoul National University; ***Jungeun Park***, Seoul National University; ***Shuai Zhang***, Seoul National University

This study aims to develop an online health management system, offering the necessary health information and strategies that help cancer patients to overcome health crisis, so that patients can better manage their health and check their treatment process comprehensively. The system is intended to support self-regulated learning among cancer patients in process of overcoming cancer. Those who are interest in self-regulated learning strategies, online learning management system, and health management may benefit from attending.

**Graphic Design Across Disciplines: Exploring Web 2.0s for Visualization of Research and Knowledge *Joseph Bueter***, Culture, Learning and Technology

Shifts in curricular goals and outcomes indicate a desire for increased expertise in visual communication skills. Fortunately, a variety of online tools now enable learners and instructors to become graphic designers of their own infographics, inspired by their own research. During this presentation, educators and instructional designers will learn how the production of visually synthesized verbal information can complement complex traditional artifacts for audiences in scholarly and non-scholarly cultures.

**Project-Based Learning and Simulated Virtual Enterprises *Denise Tolbert***, National University

This presentation will discuss the Virtual Enterprise program, a project-based curriculum that teaches entrepreneurial skills to high school students. Program details and program successes will be highlighted.

**137. D&D -Membership Meeting**

*1:00 pm to 2:00 pm*

*Hyatt Regency - 3rd: Cosmopolitan A*

Chairs:

***Anne Mendenhall***, *Church of Jesus Christ of Latter-day Saints*

***Darryl Draper***, *Old Dominion University*

**138. DDL - Developing Online Faculty**

*1:00 pm to 2:00 pm*

*Hyatt Regency - 2nd: Regency F*

Facilitator:

***Tonya Amankwatia***, *DeSales University*

Presenters

**Developing Online Teaching Expertise: Prospective Online Teachers' Reflection *Yu-Hui Ching***, Boise State University; ***Yu-Chang Hsu***, Boise State University

To become effective online instructors, instructors need to develop knowledge and a new set of skills conducive to creating a meaningful and successful learning experience for online students. This study examined 20 prospective online instructors' refection on their development of online teaching expertise at the end of a graduate course. Concept maps and written reflection were analyzed for themes. Implications for instructional design and future research will be discussed.

**Training Online Faculty: From the Fast Lane to the Scenic Route *Cheryl Bosarge***, Southern Illinois University; ***Heidi Jung***, Southern Illinois University

Quality instruction begins with faculty development support, but how do you bring faculty along for the ride? The instructional design team at Southern Illinois University addressed issues of lack of preparedness and poor workshop attendance with creative short- and long-term training solutions. Come see how our faculty took "a ride in the fast lane" and "the scenic route" for their faculty development journeys. Learn how you can bring the same training to your campus.

**139. DDL - Online Discussion Strategies**

*1:00 pm to 2:00 pm*

*Hyatt Regency - 2nd: Regency C*

Presenters

**Effects of Role-Play for Problem-Solving Skills and Engagement in Online Forum *Jackie HeeYoung Kim***, Armstrong Atlantic State University; ***Julie Carter***, Armstrong State University; ***Moon-Heum Cho***, Sungkyunkwan University

This session will share a study investigating an instructional strategy to increase engagement of a collaborative role-play online discussion where students assume different roles: team facilitator, problem identifier, strategy analyst, solution implementer, and reflection debriefer. This study results will benefit online instructors as well as instructional designers who strive to find ways to make online discussion engaging. Implications and suggestions for teacher educators will be offered.

**Descriptive Post Titles as Advance Organizer: Cognitive Load and Critical Thinking Effects in Online Discussions *Karen Gail Hand***, American Public University System; ***Allan Jeong***, Florida State University

This study explored whether critical thinking could be increased in discussion forums of online classrooms by requiring students to customize the post titles with the main idea of each post. It was hypothesized that descriptive titles, when viewed together in an index of the discussion, would act as an advance organizer, reducing extraneous cognitive load and freeing up

mental effort to be used to increase the level of critical thinking in the discussion.

**140. DDL - Online Student Engagement**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2nd: Regency D*
Facilitator:
***Angeli Bendolph***, *University of South Alabama*
Presenters

**Online Student Course Behaviors: How Do Weeks Flow and What Do Students Do?** ***Vanessa Dennen***, Florida State University

This study examines student self-reported behavior when logged into their online course. Two one-week activity diaries and an end-of-course survey were used to capture student behaviors. Findings show that Mondays and Sunday are the most active course days, and that student activities had a general orientation toward and concern with their grades.

**A Measure of Student Engagement in Online Courses** ***Di Sun***, Syracuse Unversity; ***Gang Cheng***, The Open University of China; ***Jacob A. Hall***, Syracuse University

Student engagement is a very important factor influencing student learning in online courses. However, currently, there are no general accepted classifications or specific measures of student engagement in the online course level. This study clarified a three-dimension (affective, cognitive, and behavioral) classification of student engagement, and constructed a measure of online student engagement at the course level.

**141. DDL - Student and Teacher Satisfaction**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2nd: Regency E*
Presenters

**Optimizing Students' Satisfaction in Online Courses: Using a Two-Factor Theory as a Lens** ***Firm Faith Saint Annie Watson***, Southern Illinois University

What experiences do students perceive as satisfying and dissatisfying in online courses? The answer to this question continues to gain significance because students' satisfaction is a very important indicator of the caliber of online courses, a learning modality which has escalated in the last decade. This presentation will address practical, theory-based approaches that will help online practitioners to design and assess course experiences that maximize online students' satisfaction while minimizing or eliminating online students' dissatisfaction.

**"I Have Never Been So Proud": Teacher Satisfaction at an Online High School** ***Jered Borup***

In this case study we examined teacher satisfaction at an online charter school. Teacher survey participants reported a high level of satisfaction and our analysis of 22 interviews with 11 teachers identified three primary factors that influenced teacher satisfaction: (1) flexibility in when, where, and how they teach, (2) time to interact individually with students, (3) student success and administrative support that increased their likelihood of success.

**142. DDL - Student-centered Design**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Cosmopolitan B*
Presenters

**Accelerating Technology and Inquiry-Based Instructional Methods: A Design Case in Student-Centered Online Course Design** ***Mary Jo J Dondlinger***, Texas A&M University Commerce; ***Chris Stewart***, Texas A&M University Commerce; ***Doug Wilson***, Penn State University

Although online course design is no longer new, few design cases describe and evaluate the design and development of entire courses based on principles of student-centered learning design. This design case chronicles the context, design decisions, and evaluation of an accelerated graduate course on Technology & Inquiry-based Instructional Methods for a masters program in educational technology at a regional university in the southwestern United States. The course was designed on principles of student-centered learning design and evaluated based on these principles. Findings of this evaluation bear implications for implementing student-centered learning designs in online and accelerated formats.

**Erroneous Worked Examples and Peer Modeling Examples: A Student Perspective for a Web-Based Statistical Learning Task** ***Xiaoxia Huang***, Western Kentucky University; ***E-Ling Hsiao***, Valdosta State University

This study investigated student perceptions and experiences of two types of examples, i.e., erroneous worked examples and peer modeling examples, for a web-based statistical learning task. Participants included 59 undergraduate students who were surveyed on their perceptions and experiences of these two types of examples. Results indicated the superiority of the peer modeling examples over the erroneous worked examples. Implications of the results will be discussed in the presentation.

**143. FRS - Instructional Simulation (RTD)**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Studio 1*
Facilitator:
***Michael M Grant***, *University of South Carolina*
Presenter

**Measuring the Effects of Preferred Visual Aesthetics in an Instructional Simulation** ***Ginger Watson***, Old

Dominion University; ***Don Robison***, Old Dominion University

This study investigated the effects of visual aesthetics on motivation in an instructional simulation. Dependent measures were visual attention, use intentions, and persistence. Ninety ship-handling students from a large merchant marine college participated in the three experiments comprising this study. Significant differences were observed in participant intentions for future use of the simulation based on the aesthetic quality of the simulation used and eye tracking data yielded interesting and complex differences for visual attention.

**144. GSA - Meet the Editors of AECT Journals**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2: Concept CD*
Facilitator:
***Wendy Gentry***, *Virginia Tech*
Presenters:
***Charles Hodges***, *Georgia Southern University*
***Tristan Johnson***, *Northeastern University*
***Jonathan M Spector***, *Department of Learning Technologies*
***Patricia Young***, *Uni. of Maryland Baltimore Co.*
***Barbara Lockee***, *Virginia Tech*

Have you ever wondered about the decisions being made behind the scenes at any prestigious journal? Want to learn of ways to improve your chances for publication? What are common problems in manuscripts received? This is an opportunity to learn from and talk with the editors of Educational Technology Research and Development, Tech Trends, and (Cultural and Regional Perspectives?) about the process of getting published.

**145. INTL - Socratic Seminar: An international forum on Socratic teaching**
*1:00 pm to 3:15 pm*
*Hyatt Regency - 3rd: Studio 5*
Facilitator:
***Abbas Johari***, *Cameron University*
Presenter
**Socratic Seminar: An international forum on Socratic teaching** ***Robert Doyle***, Harvard University; ***Richard Albert Cornell***, University of Central Florida; ***Abbas Johari***, Cameron University; ***Chih-Hsiung Tu***, Northern Arizona University; ***Chun-Min (Arthur) Wang***, National Hsinchu U. of Ed.; ***Amy C Bradshaw***, University of Oklahoma; ***Lauren Cifuentes***, Texas A&M University--Corpus Christi; ***Michael K Thomas***, University of North Carolina Charlotte; ***Peter Leong***, University of Hawaii-Manoa; ***Paul Kim***, Stanford University; ***Xiaoxue Wang***, Florida Gulf Coast University; ***Ana Donaldson***, University of Northern Iowa - Retired

Socratic Seminar is an international forum composed of leading teachers, researchers, and educational philosophers who provide analysis and critiques on philosophy of education and all aspects of educational technology including cultural, social, economic, and political impacts of media design for instruction. Describing philosophies of education and various teaching and learning methods, a panel of international professors and a graduate student will enter into what is known as Socrates method of discovery learning and teaching -- called "dialectic." The strength of the method transpires the fact that mentors must not make statements, but provide guidance that encourages critical thinking, leading to true knowledge.

**146. IVLA - Improving Screen Presence: Delivering Live Online Messages That Can Change Perspectives**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Cosmopolitan D*
Presenter
**Improving Screen Presence: Delivering Live Online Messages That Can Change Perspectives** ***Veronica Ent***, Saint Vincent College

Using the research from early screen design and teaching presence pioneers, contemporary live online message delivery can be improved to better connect with learners. This presentation will explain why having a quality online screen presence is a valuable asset when teaching in real-time. Participants from education will be shown common visual delivery mistakes and will be given practical methods to improve one's online screen presence based on theories found in early research of computer-based learning.

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**147. KSET - Advances in instructional design**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Studio 4*
Facilitator:
***Nari Kim***, *University of Wisconsin, Oshkosh*
Presenters
**A Structural Relationship among Teaching Presence, Perceived Interaction and Learning Outcome in a Cooperative Career Education Program for Middle School Students** ***Bo Kyung Kim***, Ewha Womans University; ***Myunghee Kang***, Ewha Womans University; ***Sehee Sarah Kim***, Ewha Womans

University; ***Seonghye Yoon***, Ewha.ac.kr

A relationship among learners' teaching presence, perceived interaction and learning outcome was investigated in this study as middle school students participated in a semester long cooperative career education program.

**Effects of students' e-learning readiness, teaching presence on learning effects in an online learning environment** ***Inwoo Park***, Korea University; ***Se-Ryon Kim***, KSET

The purpose of the study was to investigate the students' e-learning readiness and teaching presence influencing to learning effects(learner participation, learning satisfaction, perceived achievement). The data collected from 287 students of K cyber high school were analyzed with a correlation and multiple regression analysis. It was found that there were mediating effects among the variables.

**Evaluation of an Instructional Solution for Smart Learning** ***Jaesam Chung***, Ewha Womans University; ***Sunyoung Joung***, Kookmin University; ***Sunghee Park***, Chungdahm Learning Inc.

This study is to develop the evaluation indicators of a smart learning solution, conduct objective evaluation based on the indicators developed in this project, and assess the reaction of instructors who used the smart learning solution. The methodology of this study includes literature review, program/solution analysis, classroom observation, and survey and interview with instructors. The result is very positive based on evaluation indicators.

**148. MPD-Game-Based Learning in the Classroom**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2: Concept B*
Facilitator:
***Sara Beth Bechtold***, *University of Arizona South*
Presenters

**The Effects of Previous Gaming Experiences, Prior Knowledge, and In-game Guidance on The Players' Learning Retention** ***Ting Zhou***, Southern Illinois University; ***C. Sebastian Loh***, Virtual Environment Lab (V-Lab), Southern Illinois University

This research conducts a multiple regression method to investigate the effects of previous gaming experiences, prior knowledge, and the amount of guidance provided on the players' learning retention. The hypothesis is that the three independent variables isolated (experiences, knowledge, and guidance) has little to medium effects on the dependent variable (learning retention), but the interaction between prior knowledge and guidance has strong effects on the learning outcomes.

**A Meta-Analysis: The Effects of Digital Game-Based Learning on K-12 Mathematics Education** ***Jaehwan Byun***, Southern Illinois University Carbondale; ***Eunmi Joung***, Southern Illinois University Carbondale

Digital game-based learning (DGBL) research has been continuously on the rise in the field of mathematics education. This study examines the impact of digital games on mathematics education in K-12 settings through a systematic review of existing literature. In total, 296 DGBL research papers were collected for the review. The current research trends, meta-analysis results, issues, and the direction of future research regarding DGBL in mathematics education will be presented.

**149. OT&P-Technology Applicatioins in Training and Performance**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Vision*
Facilitator:
***Brandi M Prather-Leming***, *University of Saint Francis*
Presenters

**Professional Skills for Computing Professionals: Are Universities Meeting Student and Industry Need?** ***Marisa Exter***, Purdue University; ***Secil Caskurlu***, Purdue University

There is a strong call by employers for graduates to possess skills such as critical thinking, communication, intercultural skills, ethical judgment, and self-learning, with an implication that more cross-disciplinary or liberal-arts education would better serve students, including those in technical fields. However, institutes of formal education may not be keeping up. This study explores Computing Professionals' perceptions of the importance of non-technical skills, and the degree to which they felt prepared by their formal education.

**Formalizing Instructional Quality Assurance in the Enterprise** ***Micah Gideon Modell***, Indiana University/ GP Strategies, Inc.

The challenge of maintaining instructional design quality in an organization that services the instructional needs of many different clients in a variety of industries can be daunting. The entire team must be focused on "what good looks like" to minimize fine tuning in the pit. This session walks the participant through the process by which a growing learning organization applied HPT practice internally to maintain a high level of on-track performance.

**150. Presidential: Using Games in the Classroom: Reports from Three Perspectives**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2nd: Regency AB*
Facilitator:
***Mary Herring***, *University of Northern Iowa*
Presenters:
***Alison Carr-Chellman***, *The Pennsylvania State*

*University*

***Jason A Engerman***, *Penn State University*

This session will share results of a multi-phase study that looks at what boys learn when they game, and will illustrate from boys who game, examples of gaming and learning that is taking place within those illustrated games. Implications for classroom practice will be drawn from the boys' experiences and reports.

**151. RTD - Assessment**

*1:00 pm to 2:00 pm*

*Hyatt Regency - 3rd: Discovery B*

Facilitator:

***Serdar Abaci***, *Indiana University*

Presenters

**Validation of the Electronic Learner Satisfaction Scale (eLSS)** ***Albert Dieter Ritzhaupt***, University of Florida

This study sought to validate the Electronic Learner Satisfaction Scale (eLSS), a measure of learner satisfaction for e-learning environments. The eLSS is a nine item instrument that uses a semantic differential scale with bipolar ideas on each side of the scale (left and right). The sample of participants (N=635) all used the eLSS to measure their satisfaction within an e-learning environment. Data were subjected to descriptive analysis, internal consistency reliability analysis, and exploratory factor analyses.

**The Effects of Technology-enhanced Formative Assessment on the Learning Process: A Meta-analysis** ***Hyewon Lee***, The University of Georgia; ***Robert Maribe Branch***, University of Georgia

This study presents a meta-analysis of the relationships between technology-enhanced formative assessment and the learning process. Altogether, 18 primary studies were retrieved, and we found that there were medium overall effects of formative assessment on learning. The moderator analyses showed that (1) studies targeting K-12 students generated a larger effect size, (2) teacher-generated feedback showed a larger effect, and (3) subject area and outcome measure types produced no statistical difference in effect sizes.

**152. RTD - Research Methodology I**

*1:00 pm to 2:00 pm*

*Hyatt Regency - 3rd: Discovery A*

Presenters

**Limitations in Research Methodology Influence Pedagogical Agent Design** ***Noah L Schroeder***, Wright State University; ***Chad M Gotch***, Washington State University

Virtual characters that are designed to facilitate the learning process are known as pedagogical agents. After two decades of research, evidence surrounding their implementation has shown mixed results. The authors critically reviewed the literature and uncovered three methodological limitations. Through the discussion of the identified limitations, the authors argue that the design of pedagogical agents has been influenced by methodological decisions. The discussion provides promising directions for future research.

**Methodological considerations in conducting EEG research using low-cost EEG devices** ***Richard Ingram***, James Madison University; ***Michele Estes***, James Madison University; ***Samantha Bates Prins***, James Madison University

The emergence of low-cost devices for conducting electroencephalogy (EEG) studies has energized a new legion of researchers, with many (and perhaps most) of these researchers new to a neuro-research agenda. Historically the domain of major medical research facilities, these new low-cost devices are increasingly found in more mainstream research environments in psychology, education, engineering, and marketing. This presentation describes the methodological considerations involved in employing these devices for rigorous research.

**153. SICET - Research and Practice with MOOCs**

*1:00 pm to 2:00 pm*

*Hyatt Regency - 3rd: Studio 6*

Facilitator:

***Xiao Han***, *University of St. Thomas*

Presenters

**Formation of Self-organized Study Group Outside MOOCs – An Example with Chinese Students** ***Qing Zhang***, Pennsylvania State University; ***Hengtao Tang***, SICET; ***Eunsung Park***, Pennsylvania State University

Massive Open Online Courses (MOOCs) are attracting a massive, global population with various cultural and educational backgrounds, which makes it difficult for the course instructors and designers to accommodate the needs of all. This research project will elaborate on the formation of a self-organized Chinese online study group outside MOOCs and provide insights for building a virtual MOOC learning community through implementing external social media tools to better meet learners' needs.

**Scaffolded Virtual Collaborative Lab: A guideline of Fostering Student-Centered Apprenticeship in a Hands-on MOOC** ***Hengtao Tang***, SICET; ***Shuyan Wang***, University of Southern Miss; ***Wik Hung Pun***, The Pennsylvania State University; ***Kyle L. Peck***, Pennsylvania State University

This presentation showcases a qualitative research project exploring students' perceptions of course design in a hands-on experience-based MOOC, Technology Applications in Education, delivered on Canvas. Hands-on MOOC highlights the insight of cognitive apprenticeship and student-centered learning environment besides primary instructional design

principles. An emerging guideline of fostering student-centered apprenticeship in a hands-on MOOC will be construed so that professionals and academias who invest in MOOC design and development will benefit from attending this session.

**MOOCing Into The Future: A Second Year Report** ***Huei-Lien Chen***, Colorado State University

From 2013 to 2014, MOOCs had doubled offering from 1,200 to 2,400 courses. It calls for a deeper study to identify major trends and changes. The focus for this study is to present a second year report, which compares first year offering with second year offering of three MOOC courses that the presenter's institution had offered. The findings of this study will provide future reference for instructional designers in developing quality MOOC courses.

**154. SMT -Membership Meeting (offsite)**

*1:00 pm to 2:00 pm*

*Hyatt Regency - 2nd: Off-Site1*

Chair:

***Dennis Beck***, *University of Arkansas*

**155. ST&C and CLT Panel - A Systems Perspective on the Cultural Influence**

*1:00 pm to 2:00 pm*

*Hyatt Regency - 2: Theory A*

Facilitator:

***Genevieve Gallant***, *GGConsultants Limited*

Presenter

**A Systems Perspective on the Cultural Influence of Technology with Represented and Underrepresented Groups** ***DEEPAK PREM SUBRAMONY***, GRAND VALLEY STATE UNIVERSITY; ***Camille Dickson-Deane***, Montgomery County Community College; ***Roberto Joseph***, Hofstra University; ***Sunnie Watson***, Purdue University; ***Eugene Kowch***, University of Calgary - Faculty of Ed

The intersection of Culture, Learning & Technology is often unexamined. Technology can be interpreted as "neutral," and therefore, culturally irrelevant. Or, implementation is expeditious at the expense of understanding the consequences. Thus, the culture surrounding the technology is frequently overlooked. In this session, panelist take a step-back to reveal the systems elements that impact the way that technology is perceived and received by represented and under-represented groups and share visions of change for future implementations.

**156. TED - English Language Learners and Art Teachers: IDT Considerations**

*1:00 pm to 2:00 pm*

*Hyatt Regency - 2: Concept A*

Facilitator:

***Nikisha Watson***, *Pasco-Hernando State College*

Presenters

**Instructional Conversation: A Culturally Responsive Pedagogy for ELLs in K-12 settings** ***Diego Boada***, University of Georgia; ***Pedro Portes***, University of Georgia; ***Manuel Gonzalez Canche***, University of Georgia; ***Paula Mellom***, University of Georgia

The Instructional Conversation (IC) model is defined as a regularly scheduled teacher-led intervention between small groups of students with a clear instructional goal. Empirical evidence suggests that the IC improves the academic achievement of English Language Learners (ELLs). This presentation will discuss the IC model, its theoretical and empirical evidence, and strategies for implementation in culturally and linguistically diverse classrooms in K-12 settings.

**How K12 Art Teachers Use Technology to Support Teaching and Learning** ***Jesse Strycker***, East Carolina University

When research is conducted on teacher technology use and preparation it focuses primarily on core subject areas, with few studies considering non-core subject area teachers. This presentation reports the findings of a multi-year study regarding the technology use and preparation of K12 art teachers. Findings presented will include discussions of dominant technology uses versus what teachers view the most beneficial uses and their use of digital portfolios and issues dealt with in using them.

**157. TED - Using and Examining Models in IDT**

*1:00 pm to 2:00 pm*

*Hyatt Regency - 2: Theory B*

Facilitator:

***Ying Wang Shen***, *University of Northwestern - St. Paul*

Presenters

**Examining the Substitution Augmentation Modification Redefinition (SAMR) Model for Instructional Design and Technology Integration** ***Erica R. Hamilton***, Grand Valley State University; ***Mete Akcaoglu***, Georgia Southern University; ***Joshua Michael Rosenberg***, Michigan State University

We provide an analysis of the Substitution Augmentation Modification Redefinition (SAMR) model for instructional design and technology integration. Despite its growing popularity among some teachers, administrators, and professional development providers, this technocentric model's validity and applicability is narrow and problematic. We address the SAMR model's inattention to context, emphasis on products over processes, and rigid, hierarchical structure. This analysis provides a basis for future research into flexible and usable frameworks for teaching with technology.

**The ICSDR model for video creation and curation: A roadmap for learner-created video** ***Laurie O.***

***Campbell***, University of Central Florida

Over 100 hours of video are uploaded to YouTube every minute. Teachers and students alike are creators and curators contributing video content for classroom assignments, projects, and homework. Therefore, a systematic approach to video development is needed. The ICSDR model provides directions for learners to develop their video projects. During the presentation, participants will view planning materials and a sample video developed using the ICSDR model and engage in an interactive discussion of best practices.

**158. TED Panel: Inquiry in Teacher Education World Cafe**

*1:00 pm to 2:00 pm*

*Hyatt Regency - 2: Network*

Presenters:

***Lara M. Luetkehans***, *Indiana University of PA*

***Lisa Yamagata-Lynch***, *University of Tennessee*

In this follow-up session from last year's World Cafe, we invite previous and new attendees to join us in exploring themes and outlets for scholarship in the area of technology in teacher education. We're hopeful this session will yield new ideas and collaborations to advance scholarship in related areas.

**159. D&D Showcase**

*2:00 pm to 4:30 pm*

*Hyatt Regency - 3rd: Cosmopolitan Foyer*

Attendee:

***Jill Stefaniak***, *Old Dominion University*

Presenters

**A New Farm Country: Designing Transformative Family Learning** ***Rob Nyland***, Brigham Young University; ***Matt Langton***, Brigham Young University; ***Andrew Gibbons***, Brigham Young University

This D&D showcase presents a design for an informal museum learning experience targeted at facilitating "Transformative Family Learning" (TFL). In this project, our design team was tasked with redesigning Farm Country, an outdoor working farm. We will show how our design team defined TFL and then used this definition to create and evaluate learning experiences. We will then show the completed versions of our designs (using 3D visualization tools) and provide a rationale for how each of the designs facilitated TFL.

**CollegeLiVE: Using Avatar Training to Promote Protective Behaviors on College Campuses** ***Kathleen Ingraham***, University of Central Florida; ***Charles Hughes***, University of Central Florida

CollegeLiVE uses an interactive virtual environment to create authentic social situations where first year university students can practice and receive individualized feedback on the use of protective behaviors related to alcohol consumption. Unlike most virtual training programs, CollegeLiVE uses digital puppeteering to provide real time visual and verbal responses. Instructional designers and educators who attend this session will have the opportunity to experience CollegeLiVE and review summative evaluation data collected from 88 first-year university students.

**Design of Online Learning Modules for a Non-Profit Organization: A Collaborative Service-Learning Initiative** ***Yvonne Earnshaw***, Consultant; ***Jason A Engerman***, Penn State University; ***Wendy Gentry***, Virginia Tech; ***Paige Hale***, Morehead State University; ***Jennifer Maddrell***, Designers for Learning; ***Monica Rysavy***, The Pennsylvania State University; ***Ji Hyun Yu***, Virginia Tech

This showcase will highlight three online learning modules developed through the collaborative effort of students and faculty from 14 college programs to support adult learners in preparation for the General Educational Development (GED) test. Student volunteers representing the Association of Educational Communications and Technology (AECT) Graduate Student Assembly (GSA) were paired with faculty mentors to provide project management, client communication, and instructional design support to the design teams. The team experienced the complexities of real-world instructional design as they reviewed content and aligned learning objectives while simultaneously developing instructional strategies contextualized for adult learners.

**Effective and affordable simulations for the STEM classroom: A Design Case Using Excelets** ***Ginger Watson***, Old Dominion University; ***Tayyaba Batool***, Old Dominion University; ***Mary Enderson***, Old Dominion University

There has been an increased emphasis on the use of modeling and simulation to meet new educational standards. This showcase presents sample Excelets designed and developed for use in secondary STEM classrooms. Excelets are flexible software tools that students can access to use, manipulate, and build models and simulations of real-world phenomena. Current uses range from a pre-service teacher training to use in a third-world country where such tools are limited.

**Intentional Scaffolding in Case-based Instruction: A Digital Tutorial for Online Instructors** ***Angela van Barneveld***, Purdue University; ***Judith Lewandowski***, Purdue University; ***Peg Ertmer***, Purdue University

This presentation focuses on the development and use of a digital tutorial designed to increase the understanding and application of scaffolds by instructors facilitating graduate level online case-based courses. Specifically, the tutorial is designed to help instructors review four different types of scaffolds (e.g., conceptual, procedural, metacognitive, and

strategic) proposed by Hannafin, Land, and Oliver (1999), and furthermore, provides specific suggestions for the application of each type of scaffold within the context of an advanced instructional design case-based course.

**Learning to Speak Italian from an Online, Story-Based Tour of Italy** ***Penny Ralston-Berg***, Penn State World Campus; ***Juan Xia***, Penn State World Campus

IT 001, IT 002, and IT 003 (4 credits each) are elementary and intermediate Italian language courses offered 100% online for undergraduate students completing the world language requirements at the 12-credit level for online degree programs. The overall goal was to create a media rich Italian experience based on current language learning research. Task-based Language Teaching (TBLT) was blended with Computer assisted language learning (CALL) to create three immersive, story-based courses supplemented with interactive exercises. The AGILE design process included iterative evaluation cycles with two pilots. Purposeful design for mobile responsiveness, accessibility, and scalability to other courses was also employed.

**Matching Tech to Task: A Mobile App that Facilitates Just-In-Time Decision Support for Instructional Designers** ***Nada Dabbagh***, George Mason University; ***Helen (Holly) Fake***, George Mason University

Faculty, instructional designers, and curriculum developers are constantly engaged in the process of considering which technologies to use in order to best meet the education and training needs of their students or clients. The Tech Select Decision Aide is designed to facilitate pedagogically sound decision making by considering the affordances of learning technologies when designing learning tasks. This presentation will describe the pedagogical framework underlying this mobile application and its design, development, and usability testing.

**Nihao Chinese: A Mobile Assisted Language Learning Application** ***Zhichun Liu***, Florida State University; ***Yujia Huang***, Florida State University

This mobile application is designed to assist learning Chinese characters for learners learning Chinese as a foreign language. Based on the concept of meaningful learning, the order of learning material is organized according to radicals (components of Chinese characters). Learner can make meaningful connection between radicals and everyday experience, and then make sense of the character construction. Hand-held devices can simulate the real-world writing experience. In this application, leaners can learn new characters by unlocking new radicals and lighten existed ones. They can also switch freely between flashcard mode, practice mode and test mode.

**Online Multimedia Case-Based Learning System for SGBM (Sex and Gender-Based Medicine)** ***Jongpil Cheon***, Texas Tech University; ***Steven M. Crooks***, Texas Tech University; ***Marjorie Jenkins***, Texas Tech University Health Sciences Center; ***Robert Casanova***, Texas Tech University Health Sciences Center; ***Michael Song***, Texas Tech University Health Sciences Center; ***Sungwon Chung***, Fort Hays State University

The SGBM (Sex and Gender-Based Medicine) multimedia case-based learning system provides students with authentic and interprofessional learning opportunities that integrate the learning of sex and gender-based medicine with more clinical knowledge and skills. The online interactive learning system is designed based on a case-based pedagogical framework to enhance problem-solving and decision-making skills in real-world settings.

**Serious Games Analytics Using Unity3D and Information Trails** ***I-Hung Li***, Virtual Environment Lab (V-Lab), Southern Illinois University; ***C. Sebastian Loh***, Virtual Environment Lab (V-Lab), Southern Illinois University

Serious game developers can add more value to their products by incorporating an assessment component for performance measurement and a report to communicate analytics and insights to the stakeholders. In this showcase, we will demonstrate a serious game for Orienteering created using a state-of-the-art game-engine (Unity3D) and Information Trails – a serious games assessment framework complete with play-learners' action tracking using telemetry and data visualization.

**Showcasing How Virtual Patient Simulations May Accelerate Learning In Medical Schools** ***Ramsamooj Javier Reyes***, University of Central Florida; ***Atsusi Hirumi***, University of Central Florida

The potential of virtual patient simulations (VPS) for enhancing medical education is well documented. However, there is limited research on the instructional design of virtual patients (VPs) and design remains one of the primary barriers to widespread adoption. This session showcases key features of a set of innovative VPs systematically designed to teach medical students how to differentially diagnose patients with cranial nerve disorders based on advances in experiential learning theory.

**160. CLT - The Impact of Multimedia on Student Learning**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Studio 3*

Facilitator:

***Denise Tolbert***, *National University*

Presenters

**[NR]Effects of Digital Storytelling Activities on Student Satisfaction and Student Engagement in**

**Social Studies Course** ***Kevser Hava***, Gazi University; ***Şeyma Büşra Gülen***, Gazi University; ***Mustafa Sarıtepeci***, Gazi University; ***Hasan Çakır***, Gazi University

This study examines effects of digital storytelling method on students' engagement and satisfaction in social studies course. The study is designed as a qualitative case study. Participants of the study were selected by purposive sampling method from a low socio-economical elementary school in Ankara. Students' opinions about learning history courses with digital storytelling method were collected by survey, storyboards, scenarios, digital stories and reflection papers.

**Effects of Speaker's Accent in a Multimedia Tutorial on Non-Native Students' Learning and Attitudes** ***Vien Cao***, Escuela Superior de Economia y Negocios

The study investigated whether the narrator accent affected learning and attitudes. Sixty-five Chinese participants were randomly assigned to one of two groups. One group heard an American narrator, and the other group heard a Chinese narrator. Data analyses revealed that there was no significant difference in overall learning and recall level learning between the two accent groups. However, the group hearing the American accent had significantly more positive attitudes toward their narrator than their counterparts.

**161. Committee: Nominating**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Outlook Boardroom*

**162. D&D 02: Instructional Technology**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Cosmopolitan B*
Facilitator:
***Suha Tamim***, *University of Memphis*
Presenters

**Mastering the Practice and Tools of Teaching Online Through a Certificate Course** ***Sarah Aldridge***, Ball State University; ***Ryan Hornbaker***; ***Dan Jones***, Ball State University

A challenge that many online faculty face can be broken down into three areas: 1) they have never been online learners and cannot put themselves in the role of a student, 2) they have never taught online and/or 3) they are not comfortable using the tools within their Learning Management System (LMS). This presentation will review the yearlong process of researching and prototyping to develop two courses that will help faculty succeed in the online environment.

**Social Presence in MOOCs: An Iterative Study** ***Gregory Clinton***, University of Georgia; ***Lloyd Rieber***, University of Georgia; ***Diego Boada***, University of Georgia; ***Yinning Zhang***, University of Georgia; ***Beth Woods***, University of Georgia

Most scholarship on social presence in online learning has been conducted prior to the advent of MOOCs. Average completion rates for MOOCs have been reported as less than 7%; therefore, social presence among learners in MOOCs warrants further research. This session will provide an update on an iterative study comparing a) learner perceptions of social presence, and b) learner interaction behaviors in discussion activities during a 4-week MOOC covering basic quantitative research methods

**163. D&D 05: MOOCs**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Cosmopolitan D*
Facilitators:
***Darryl Draper***, *Old Dominion University*
***Matthew Schmidt***, *University of Hawaii, Manoa*
Presenters

**A Design Case for a MOOC on Learning to Recognize Plagiarism** ***Ted Frick***, Indiana University; ***Cesur Dagli***, Indiana University; ***Rodney D. Myers***, Independent Scholar

We discuss a design case for a major revision of the online Plagiarism Tutorial and Test, used by millions worldwide since 2002. Our revision incorporates Merrill's First Principles of Instruction, which were unavailable for the original design. We have since found that this original design falls short on 3 of 5 First Principles. We will share our design case, and we will present data to compare student success rates before and after the redesign.

**Effectiveness of First Principles of Instruction in a Mini-MOOC** ***Cesur Dagli***, Indiana University; ***Ted Frick***, Indiana University

Although the number of people who pursue learning in MOOCs has been growing, deficiencies exist with regard to designing, developing and deploying MOOCs and Mini-MOOCs. Merrill (2002) claimed that the effectiveness of instruction depends upon the extent to which the principles are successfully implemented—regardless of learning environments, programs and practices. First Principles of Instruction will be investigated in the proposed study within the context of a massively open online setting which requires self-directed learning (Mini-MOOC).

**164. D&D 31:Technology Integration**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Vision*
Facilitator:
***Nikisha Watson***, *Pasco-Hernando State College*
Presenters

**Promoting Group Process Autonomy in a High School Problem-based Learning Unit** ***David Mark Weiss***,

Utah State University; ***Brian Belland***, Utah State University

Moore's transactional distance theory (TDT) invokes a needed pedagogical equilibrium among course structure, student-teacher dialog and learner autonomy. In SDT, dialog is meant to mediate transactional distance. However, when introducing PBL into high school settings with high student-teacher ratios, reduced teacher-student dialog makes PBL easier to administer. This mixed methods study explores how a computer-based scaffold meant to increase student process autonomy affects teacher-student dialog regarding process related concerns.

**The Design of the Emmy-winning Center for Animation: An Academic Community of Innovation** ***Casey D. Wright***, Brigham Young University; ***Rick West***, Brigham Young University

The ability to participate in collaborative innovation is becoming increasingly important in the workplace. Instructional designs for higher education should help prepare students for collaborative innovation. We studied the multiple award-winning Center for Animation at Brigham Young University and found this program to be an effective example of incorporating the communities of innovation framework. Our session presents our findings and future research directions.

**165. DDL - Collaborative Learning**

*2:15 pm to 3:15 pm*

*Hyatt Regency - 2nd: Regency D*

Facilitator:

***Christine Sorensen***, *University of Hawaii at Manoa*

**Incorporating Linguistic Analysis and Pedagogy into Online Collaborative Assignments for English Language Learners** ***Brenda Rueichi Lee***, University of Florida

More second language learners face the need to learn online collaborative techniques when traditional teaching methods have not encouraged collaborative skills. This qualitative study examines how post-secondary English language learners work as groups at varying levels to complete online writing assignments using wikis. Based on linguistic and pedagogical research, these writing assignments include frequent word sequences for language support and specific writing instructions that promote interaction and collaboration among members.

**Exploring Polar Opposite Worlds through Computer-Supported Collaborative Learning: A Social Work Exemplar** ***Julaine Fowlin***, Holy Names University; ***Carina Gallo***, Holy Names University; ***Eva Samuelsson***, Stockholm University

This practice session will describe an introduction to Social Work Computer-Supported Collaborative Learning (CSCL) environment involving cohorts from two countries with contrasting social policies. The instructional design was grounded in both the systemic and dialogical CSCL approaches and utilized strategies such as scaffolding. It also fostered a sense of community and collaborative knowledge building was evident. The session will present a holistic view from the designer, faculty, and learner perspectives. We will discuss implications of lessons learned.

**166. DDL - Culture and Online Learning**

*2:15 pm to 3:15 pm*

*Hyatt Regency - 2nd: Regency E*

Facilitator:

***Barry Sanford***,

**Effective Practices for Teaching Culturally Diverse Learners in Online Courses** ***Mansureh Kebritchi***, University of Phoenix

The higher education institutions need to serve culturally diverse learners to address the global demand for higher education. However, few studies have synthesized the previously conducted studies to identify strategies for teaching diverse learners. This presentation presents the results of a critical literature review related to the best strategies for teaching culturally diverse learners in online courses.

**International Learners' Expectations, Satisfaction, and Agency: A Case Study of Chinese Learners in a US-based MOOC** ***Vanessa Dennen***, Florida State University; ***Zhongrui Yao***, Florida State University

This study explores Chinese learners' expectations and sense of agency towards the content, pedagogy, and technology used in a western-centered MOOC. Findings indicate learners' expectations in these areas differ from the course design, and that they had varying levels of interest and ability to be responsible for their own learning in this open environment. Two factors can be used to explain learners' different expectations: language skills and cultural difference.

**167. DDL - Online Course Evaluation**

*2:15 pm to 3:15 pm*

*Hyatt Regency - 2nd: Regency F*

Facilitator:

***Margaret Muller***,

**Creating a Course Evaluation Toolbox** ***Jessica Resig***, The Pennsylvania State University

As distance education professionals, we know that course evaluation provides critical information and feedback necessary for targeting improvements that keep us from spinning our wheels. However, time constraints and limited resources pose challenges for instructional designers and faculty members, and oftentimes the practice of course evaluation gets left in the dust. This presentation offers a comprehensive collection of methods and resources to get you on track for evaluating new and existing courses.

**Assessing Online Courses for Quality and Global Adaptation** ***Leaunda Hemphill***, Western Illinois University; ***Hoyet Hemphill***, Western Illinois University

Online courses from different countries were 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.

**168. DDL - Online Discussions: Beliefs and Group Size**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2nd: Regency C*

**The effects of prior beliefs on student interactions in online debates** ***Allan Jeong***, Florida State University; ***Zhichun Liu***, Florida State University

Because prior beliefs affect how people argue and respond to controversial claims, this study examined how patterns in students' responses posted in online debates were associated with students' initial positions on given claims prior to debate. Students with opposing positions to claims revealed the tendency to respond to challenges from the opposition with explanation/justifications and challenge explanations/justifications from the opposition, but not so among students with initial supporting and neutral positions. Implications will be discussed.

**Impact of Group Size on Social Presence in Asynchronous Learning Environments** ***Mete Akcaoglu***, Georgia Southern University; ***Eunbae Lee***, Georgia Southern University

We report findings on the effect of group size on students' perceptions of social presence in asynchronous online learning. We discuss how social presence can be augmented by placing students in small and permanent discussion groups as opposed to whole class discussions.

**169. FRS - Activity Theory (RTD)**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Studio 1*

Facilitator:
***James Klein***, *Florida State University*

Presenter

**Activity Theory Informed Automatic Student Assessment Model in Collaborative Math Learning** ***Wanli Xing***, University of Missouri-Columbia

Enabling the formative assessment of students while limiting demands on teachers' time is a significant concern for technology mediated learning in small groups. In this article, we employ activity theory to categorize traces of student behavior captured from a Virtual Math Teams (VMT) geometry class in an online, synchronous environment. From this, six semantically-grounded measures are generated for each student. Using these, a specific spectral clustering algorithm is designed and coded to identify students who have similar behavior patterns, providing teachers with accurate and timely information about student performance. The accuracy of the spectral clustering approach is evaluated through a comparison with other algorithms, with spectral clustering outperforming other algorithms in assessment accuracy. Further, the combined theoretical and computational approach taken allows for an automated and meaningfully-grounded assessment of student performance, enabling teachers to efficiently offer timely, concrete, and personalized help. In the end, a web-based tool is development that implements this methodology to facilitate teachers' usage.

**170. GSA - How do I Form a Research Question? & What is a Research Agenda?**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2: Concept CD*

Facilitator:
***Holley Handley Langille***, *University of West Florida*

Presenters:
***Wilhelmina Savenye***, *Arizona State University*
***Gamze Ozogul***, *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.

**171. ICEM - Collaboration, Communication & Web 2.0**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2: Concept A*

Facilitator:
***Kelly Noelle McKenna***, *University of Northern Colorado*

Presenters

**Learning collaboratively: Distance students' perceptions of teamwork trust, social presence, and cognitive presence** ***Hungwei Tseng***, Jacksonville State University; ***Betty Morris***, Jacksonville State University; ***Yingqi Tang***, Jacksonville State University

Trust is one of the important factors that can foster or damage students' online teamwork learning experience. The present study sought to investigate students' teamwork experiences, perceptions of affective and cognitive trusts, and social and cognitive presences in an online learning community. The participants in this study reported that the online courses they were taking were learner-centered instructions. The results also showed that learner-centered instructions

were important on collaborative team's affective and cognitive trusts.

**Understanding the Communication and Tool Preferences of MOOC Learners Working in Groups** ***Qing Zhang***, Pennsylvania State University; ***Rebecca Yvonne Bayeck***, Penn State University

This proposal will report learners' preferences for different modes of online communication (asynchronous text posts, synchronous text chats, and synchronous video and audio) when working with others in Massive Open Online Courses (MOOCs). Meanwhile providing instructors and course designers with pedagogical insights with which to facilitate the formation of MOOC communities based on mode of communication preferences to enhance participants' learning and their engagement in MOOCs.

**Using Web-Based Presentation Tool: What Did Pre-Service Teachers Think About It?** ***Hsin-Te Yeh***, Metropolitan State University of Denver; ***Miri Chung***, Metropolitan State University of Denver; ***Yi-Chia Cheng***, Tamkang University, Taiwan

As the world of Web 2.0 is growing, more and more useful tools have been introduced to educators. In recent years, Prezi (http://prezi.com) has become more and more popular as a presentation tool. Therefore, Prezi was added to the content of the required educational technology course for pre-service teachers. The purpose of this study was to understand the pre-service teachers' perceptions of using web-based presentation tool - Prezi.

**172. KSET - Innovative teaching and learning**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Studio 4*
Facilitator:
***Nari Kim***, *University of Wisconsin, Oshkosh*
Presenters

**A Framework for Assessing Fitness for Purpose in Open Educational Resources** ***Insung Jung***, International Christian University

This presentation proposes a simple-to-use framework for faculty and students to apply in determining whether open education resources (OER) have fitness for purpose in their teaching and learning. The criteria are based upon the benefits claimed in the literature for OER, MERLOT's evaluation criteria and Merrill's first principles of instruction. The criticality, feasibility and applicability of these criteria were reviewed by 207 OER researchers and users through a cross-regional online survey and subsequent consultations.

**Development of an Instructional Design Model for Integrating On-Off Modes in Flipped Learning** ***Cheolil Lim***, Seoul National University; ***Hyeonsu Kim***, Seoul National University, Korea; ***Jookyung Rhee***, Seoul National University

Flipped learning (FL) has become a prevailing pedagogical practice in higher education. To create a successful FL course, online and offline learning should coherently support each other. The purpose of this study is to develop an instructional design process model for FL that could guide integration of online and offline modes in higher educational. This study improves the existing design process model for FL, and it includes more practical steps of analysis, design and development, usability test for both online materials and offline activities and a set of specific strategies for integrating on and offline modes of flipped learning

**Cultural Considerations to Accelerate Online Learning** ***Ilju Rha***, Seoul National University; ***Insung Jung***, International Christian University; ***Haeseon Yun***, Seoul National University

Culture impacts every aspect of online learning, from course and interface design, to communication and facilitation in a sociocultural space, and to the negotiation of meaning and construction of knowledge. This presentation aims to explore cultural aspects of online learning and examine where cultural universals apply and where cultural differences and subcultures will influence the processes and outcomes in pursuit of helping online educators consider various cultural features in designing and supporting online learning.

**173. LDC- What is Your Perspective on Leadership?**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2: Network*
Facilitator:
***James Ellsworth***, *U.S. Naval War College*
Presenter

**What is your perspective on leadership? An interactive workshop and presentation of a study in leadership development** ***Brandy Walker***, University of Georgia; ***Daisyane Barreto***, University of Georgia; ***Robert Maribe Branch***, University of Georgia

This proposal is for a unique combination of conducting and reporting on research related to leadership development. We propose to engage attendees to take part in an interactive Q sort activity to measure their perspectives on leadership development and leadership competencies. The presentation to follow the interactive activity will then report on the progress of an ongoing study on perspectives in leadership development and leadership competencies.

**174. MPD-Instructional Design: Tools and Competency**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2: Concept B*
Facilitator:
***Goknur Kaplan Akilli***, *Middle East Technical University*
Presenters

**E-Learning authoring tools: How do e-learning developers gain competency using and selecting appropriate multimedia development tools** ***Lisa A. Giacumo***, Boise State University; ***Quincy Conley***, Boise State University

This interactive session includes the results for a pilot study about how novice to experienced course designers and developers gain authoring tool competency and select e-learning software for project needs. This primary research includes quantitative and qualitative survey data analyzed from Likert and open-ended questions, as well as a follow up interview. The findings and discussion of this ongoing work will be beneficial for individuals learning or supporting others' competency development in e-learning authoring tools.

**The Instructional Design of Multimedia Worked Examples** ***Danae Romrell***, Idaho State University

This presentation describes the instructional design of multimedia worked examples for use in calculus. The online video examples provided opportunities for learners to practice. The examples were designed and developed through a rigorous instructional design process and a quantitative experiment was conducted in order to determine the efficiency and effectiveness of the examples. This presentation will report the results of the study as well as lessons learned through the implementation and evaluation of the examples.

**175. OT&P Mindset - DDL Online Learning**

*2:15 pm to 3:15 pm*

*Hyatt Regency - 2: Theory A*

*Participants*

**PT&P- Entrepreneurial Mindset: What it does for Educational Technology?** ***Ana-Paula Correia***, *Iowa State Univeristy*

Investments in Education Technology are on the rising with $2 Billion deals closed last year in Ed Tech investments. But an entrepreneurial mindset goes beyond starting a business, or making money. It is a way of life driven by the continuous impetus of looking at issues from a novel perspective and coming out with solutions that people actually use. The education field has not traditionally stressed entrepreneurship; however, in light of current difficult economic scenarios and shrinking global job markets, a myriad of Ed Tech entrepreneurs is emerging. The purpose of this panel is to bring together a group of emergent Ed Tech entrepreneurs as well as Ed Tech scholars to discuss the role and implementation of entrepreneurial initiatives in Educational Technology.

**DDL- Effects of Online Experiential Learning Activities** ***Sheri Anderson***, *UNC Wilmington*

This concurrent session will focus on implementing experiential learning in online courses and programs. 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. A small non-experimental study was completed in an Introduction to Criminal Justice online course to ascertain the level of importance of experiential learning to the actual performance of the students.

**176. Presidential: Technologies Enabling Instructional Designers to Build Their Own Dynamically Adaptive Tutoring Systems**

*2:15 pm to 3:15 pm*

*Hyatt Regency - 2nd: Regency AB*

Facilitator:

***Sharon Smaldino***, *Northern Illinois University*

Presenter:

***Joseph M. Scandura***, *TutorITweb.com, University of Pennsylvania*

My talk will begin with a short summary of two dominant approaches to adaptive learning systems: Intelligent Tutoring Systems (ITS), which have been around since the late 1970s and relatively new learning systems based on Learning Analytics, the latter deriving largely from technical advances in BIG DATA pioneered by Google. I will then describe a third approach deriving from our long history of basic research in structural learning. TutorIT is a dynamically adaptive tutoring (not just adaptive learning) system that interacts with students based on what they do and do not know at each point in time. It is designed to ensure mastery of the operations and decision making skills (cognitive or otherwise) required for success in any given domain. In short TutorIT is designed to interact with students as might a good human tutor. AuthorIT is an authoring platform that makes it possible to create TutorIT tutoring systems.

**177. RTD - Research Methodology II**

*2:15 pm to 3:15 pm*

*Hyatt Regency - 3rd: Discovery A*

Facilitator:

***Angelica Pazurek***, *University of Minnesota Learning Technologies*

Presenter

**Sprinting to the Defense of Qualitative Studies: Rigorous Methods in Critical CinéEthnography and Transcendental Phenomenology Studies** ***Jenny S Wakefield***, University of North Texas; ***Scott Joseph Warren***, University of North Texas

Students in EdTech are in some schools asked to comply with a "rigor" in qualitative research that the original designers of a qualitative research method did not foresee would emerge. Our presentations will demonstrate how a tenured professor uses Critical Ethnography when interviewing technology instructors and how one of his students developed methodological rigor, responding to a call from the department, in her phenomenological dissertation study where

she interviewed game-designers and transmedia storytelling curriculum developers

**178. RTD - Social Media**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Discovery B*
Facilitator:
***Hyewon Lee***, *The University of Georgia*
Presenters
**What makes class meaningful?: Examining salient factors in participatory learning with social media** ***Seungyeon Han***, Hanyang Cyber University; ***Insook Han***, Emporia State University

This presentation aims to describe cases of meaningful technology integration from teachers' and students' perspectives to identify salient factors in participatory learning with social media. The analysis of data from field notes, videos from classroom observations, teacher interviews, students' reflection journals, and student focus group interviews identified four salient factors: active learning, meaningful interaction, adaptive instruction, and rich resources. Major sub-themes included engagement, inquiry-focused activities, playful atmosphere, sufficient presentation opportunities, reliable relationships, and authentic resources.

**Examining the Use of Facebook and Twitter as an additional social space in a MOOC** ***Min Liu***, Univ. of Texas at Austin; ***Emily McKelroy***, University of Texas; ***Jina Kang***, Univ. of Texas at Austin; ***Jason Harron***, University of Texas at Austin; ***Sa liu***, The University of Texas at Austin

This proposal reports a Category 1 Completed Study on if and to what extent social media tools can augment the learning experience of an xMOOC and offer an additional social space to help create a sense of community. The findings from participants' perception and usage indicated that additional social space can augment the learning experience by providing an environment to share resources, connect to others, enhance communications, and post personal feelings or reflections of learning in an informal and quick manner.

**179. SICET Keynote Presentations**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Studio 6*
Facilitator:
***Hengtao Tang***, *SICET*
Presenters
**Improve the Quality of Education through Research Integration and Effective Assessment** ***Youmei Liu***, University of Houston

Systematic integration of research cycle in course design can greatly benefit student learning and improve the overall quality of education. This presentation will share with audience a successful case study on how to design learning activities based on each step in the research cycle to help students gain research knowledge and skills, enhance their learning experiences and empower them with the ability to solve real-life problems. Students were able to conduct research through hands-on projects. In addition to the direct assessment conducted in the process of learning, an indirect assessment was developed to evaluate student research knowledge and skill as well as student learning engagement and interaction from learner's perspective. The overall results were very positive. Dr. Youmei Liu is the Director of Assessment and Accreditation Services in the Division of Academic Affairs at the University of Houston. Youmei worked as an instructional designer and educational production specialist for over 10 years before she assumed the director responsibility five years ago. She has rich experiences in faculty training and development. She was in charge of several innovative projects at UH, especially the mobile learning initiative, which brought UH national and international attention at various educational technology conferences. She has published broadly in different areas relating to the integration and evaluation of instructional technology, cross-cultural online learning, and social capital development in global learning environment.

**MOOCs in China - Applications, Opportunities, and Challenges** ***Shuyu Zhang***, Nanjing Normal University

Presentation will discuss the application, opportunities and challenges of MOOCs in China. A specific course, Visual Culture and Media Literacy, will used to demonstrate the design principles, deliver strategies, and learning outcomes of MOOCs in China. The instructional objective of the course is to cultivate the young's visual literacy and media literacy. The course was constructed since 2001. Till now the number of visitors and learners of the website for the course is more than 4,240,000. The course also has its face-to-face learners in different universities. With the online video and resources, many different instructional models can be applied in real teaching and learning. Teachers can flip the classroom with the online course and students can learn the course by their own paces and get their university's credits with the online course certificates. With the idea of "from sharing to creating", students take advantage of the technology to create many visual compositions which can be added to the online courses as learning resources after they shared the online course when they learned the course. Professor Shuyu Zhang is the director of Institute of Visual Culture at Nanjing Normal University. Her research interests focus on the research of visual culture and media literacy. Prof. Zhang had over 100 articles published in academic journals. Her books An Introduction to Visual Culture and Visual Literacy and Media Literacy are widely used in Chinese universities.

**180. SMT - Chromebooks and 1-1 integration in the K-12 classroom**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Studio 2*
Facilitator:
***Leslie Blatt***, *School Media Technology Division*
Presenters

**A Phenomenological Study of New Technology Integration, Chromebook: Similarities and Differences among the Voices of Students, Parents, and Teachers** ***Namik Top***, Texas A&M University; ***Alpaslan Sahin***, Harmony Public Schools; ***mehmet oren***, Texas A&M University

The present study aims to examine parents, students, and teachers' experience and feedbacks on new technology integration, chromebook, in 6-12 grade mathematics and ELA classes. A phenomenological qualitative approach was employed to analyze the data gathered from 25 public schools and 2752 participants. The study yielded three main themes (concerns, benefits, and recommendations) and nine sub-themes (restrictions, technological problems, distractions, disappointment, responsibility, doing homework, careful monitoring, proper training, and not blocking but filtering). The findings and implications for chromebook were discussed.

**Teachers' First-Year Experience with Chromebooks and Their Attitude towards Technology Integration** ***Alpaslan Sahin***, Harmony Public Schools; ***Namik Top***, Texas A&M University; ***mehmet oren***, Texas A&M University

The focus of the study is to explore teachers' perception on how a new technology integration, Chromebook, influence their attitudes towards technology use and what they think about the implementation of chromebooks. We used a mixed method to for the study. The results of the showed that number of technological device teachers had are significantly correlated with their comfort of teaching with technology. Two main theme were emerged from the qualitative analysis as concerns and recommendations.

This session provides current research on 1-1 integration of Chromebooks into the K-12 classroom.

**181. TED -Membership Meeting**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2: Theory B*
Chairs:
***Jesse Strycker***, *East Carolina University*
***T J Kopcha***, *University of Georgia*

**182. Walden: Residency Meeting**
*2:15 pm to 4:30 pm*
*Hyatt Regency - 3rd: Cosmopolitan C*

**183. CLT - Exploring the Culture of MOOCs**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Studio 3*
Facilitator:
***Jamie Loizzo***, *University of Nebraska-Lincoln*
Presenters

**Attitudinal Change and Instructional Design in a Human Trafficking MOOC** ***Sunnie Watson***, Purdue University; ***Jamie Loizzo***, University of Nebraska-Lincoln; ***Chad mueller***, Purdue University; ***Jieun Lim***, Purdue University; ***William Watson***, Purdue University

This paper explores attitude change and instructional design in a human trafficking MOOC. A theoretical review of attitude change and ID guides this case study on attitude change for human trafficking. Findings and implications from the case study are shared. Results show that future studies should explore instructional principles and strategies for attitude change, particularly in the area of social or collaborative learning.

**Openness, Self-efficacy, and Willingness to Communicate in a MOOC learning environment: An Action research** ***Yayoi Anzai***, Kyushu Univerisity; ***Kanji Akahori***, Hakuoh University

The purpose of this Action research was to identify the factors in which English as a Foreign Language (EFL) students perceive learning with a MOOC. This study conducted Action research with 60 Japanese students. It compared instruction with a MOOC with that of traditional instruction. The study found that perception of Openness, Self-Efficacy and Willingness to Communicate are important dimensions for learning with a MOOC for EFL students.

**MOOCocracy - A Social Learning Democracy: The Adult Learner Culture of MOOCs** ***Jamie Loizzo***, University of Nebraska-Lincoln; ***Peg Ertmer***, Purdue University

Researchers conducted a virtual ethnographic study of adult learner experiences (n=12) from around the world in a massive open online course (MOOC) on the social justice topic of human trafficking via the Coursera platform. The anthropological nature of the research methods lead to a richer understanding of adult learner MOOC culture as a socially dynamic democratic environment involving social presence, lurking, up-voting, down-voting, peer review, and reputations. Methods, results, and instructional design implications will be discussed.

How are participants creating and understanding culture in MOOCs during the event

**184. CLT - The McJulien Scholar's Panel: Diverse Voices in Educational Technology**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Studio 5*
Presenters:

***Amy C Bradshaw***, *University of Oklahoma*
***Joi Moore***, *University of Missouri*
***Roberto Joseph***, *Hofstra University*

**185. Committee: PIDT 2016 Planning**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Outlook Boardroom*
Attendee:
***Rick West***, *Brigham Young University*
Chair:
***Barbara Lockee***, *Virginia Tech*

**186. D&D 01: Instructional Design**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Vision*
Facilitator:
***Suha Tamim***, *University of Memphis*

**Adventures in Cybercomputing: Moving from the Internet of Things to the Internet of Everything and Anything** ***Robert F Kenny***, Florida Gulf Coast University; ***Glenda A. Gunter***, University of Central Florida; ***Janusz Zalewski***, Florida Gulf Coast University

Network-enabled devices are flooding the market. The Internet of Things (IoT) is becoming the social network for the world's online sensors. The impact of this latest iteration of ubiquitous computing has the potential of having a major significant impact on education. Not only do instructional designers need to learn how (and teach others how) to integrate smart manipulatives into the classrooms and informal learning environments, but also about the impacts on data collection and analysis.

**The Design of a Cognitive Apprenticeship to Facilitate Storytime Basics for Librarians** ***Jennifer Brown***, Old Dominion University; ***Jill Stefaniak***, Old Dominion University

The majority of research that has been conducted on structuring mentorship programs has been on career support in terms of transferring tacit and explicit knowledge from the supervisor to the protégé. The purpose of this study was to explore whether the use of a cognitive apprenticeship framework could be used to mentor new librarians. Findings and trends will be presented with recommendations for how instructional designers can approach the design of cognitive apprenticeships.

**187. D&D 10: Evaluation**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Cosmopolitan B*

**Improving Discussion Protocols to Support Learning in Large Online Classes: A Design-Based Approach** ***Baiyun Chen***, University of Central Florida; ***Aimee deNoyelles***, University of Central Florida; ***Janet Zydney***, University of Cincinnati; ***Kerry Patton***, University of Cincinnati

Online protocols have been found to be effective in structuring and supporting meaningful learning in asynchronous discussions. This study advances the research to assess the use of online discussion protocols in a large-size video streaming undergraduate class. Through an interactive cycle, we developed, modified and implemented discussion protocols in a large Business course over three semesters. Research findings may enable educators to provide more interaction and richer learning in these challenging, large-size online courses.

**Online Course Formative Evaluation: Transforming Lerner Frustration into Professional Skills** ***Kathryn Ley***, U Houston Clear Lake; ***Ruth Gannon Cook***, DePaul University

This presentation summarizes a formative evaluation an online graduate course in technology that resulted in a solution that reframed learner frustrations as professional opportunities. The formative evaluation revealed two instructional problems, and two solutions. The resulting revisions from the second solution were designed to enable novice online learners build their technology problem-solving skills learn to learn about technology with technology. The presentation will include examples of the revised goals, a problem-solving heuristic, and reinforcing messages.

**188. D&D 14: Instructional Strategies**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Discovery B*
Facilitator:
***Olgun Sadik***, *Indiana University*

**Assessment Strategies for Competency-Based Learning—Lessons Learned** ***Stephen Beers***, University of Wisconsin - Extension; ***Darci Lammers***, University of Wisconsin - Extension

Instructional designers from the University of Wisconsin's Flexible Option program invite you to join us as we trace our journey through developing and implementing competency-based assessments. We will discuss how we collaborate with faculty to conceptualize and draft assessments, and share lessons we have learned along the way.

**Competencies and Skills Needed by Designers-by-Assignment for Creating Online Interventions** ***Nicola Wills-Espinosa***, Universidad Casa Grande

This study identified and validated a list of instructional design competencies and skills needed by designers-by-assignment (DBA) to design and develop online learning interventions, as well as explored and described perceptions about the usefulness of the identified competencies, in order to create a tool for use by instructional designers and administrators for professional development of DBAs. This session is geared towards DBAs, as well as, the Instructional

Designers and the Administrators who work with them.

**189. D&D 16: Distance Education**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Cosmopolitan D*
Facilitator:
***Zuheir Khlaif***, *Indiana University*

**Piloting a Peer Support Forum in a Fully Online Technology Class** ***Kun Huang***, Mississippi State University; ***Victor Law***, University of New Mexico

To build an online knowledge community, a peer support discussion forum was piloted in an online technology class for students to seek and offer help with weekly projects. Forum participation and survey data showed that students made use of the forum beyond minimal course requirements, and perceived the forum to be helpful. On the other hand, forum participation varied greatly among students. Course grade was significantly correlated with students' help provision, but not help-seeking frequencies.

**The Implementation of a Hybrid Learning Environment at a Community College in the Mechanical Trades** ***Christopher A Carlson***, Northern Illinois University; ***Hayley Mayall***, Northern Illinois University; ***Cindy York***, Northern Illinois University

This presentation will discuss results from a study examining implementation of hybrid learning in trade courses at a community college. It focused on understanding student performance in the hybrid environment, measuring student ability to monitor, predict, and reflect on self-regulated learning behaviors. Results indicated students participating in courses concurrently demonstrated ability to adapt to the hybrid platform more than students who took one course utilizing the hybrid platform. Results supported acceptance of the hybrid environment.

**190. DDL - Online Discussions: Learner Effects**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2nd: Regency C*

**Critical Thinking In Asynchronous Online Discussions: The Effects Of Peer-redirection vs. Instructor-redirection in Ethical Decision-Making Discussions** ***Eunjung Grace Oh***, University of Illinois at Urbana-Champaign; ***Wen-hao David Huang***, University of Illinois at Urbana-Champaign; ***Amir Hedayati Mehdiabadi***, University of Illinois at Urbana-Champaign

This session will present a qualitative study, to delineate the effects of peer- and instructor-redirection on adult learners' critical thinking in online discussions. Situated in developing adult learners' ethical thinking capacities, a content analysis of learner asynchronous online discussion postings, grounded in a Cognitive Presence framework from a Community of Inquiry model, revealed learners' levels of critical thinking and the effects of redirection messages by peer and instructor. Discussion will focus on first, the design of online discussion facilitation strategies to promote learners' critical thinking. The second part emphasizes the versatility of applying such strategies in teaching ethical thinking.

**Interaction Patterns and Knowledge Construction Behaviors in Discussion Forums of a Professional Development MOOC** ***Jiyae Bong***, Florida State University; ***Vanessa Dennen***, Florida State University

This presentation reports on a research study conducted to explore participants' interaction patterns and knowledge construction behaviors in discussion forums of a professional development MOOC. The presenters will describe the discussion activity including the aspects of instructional design and facilitation in detail. Findings show that interactions have greater depth when the instructor is involved and learners tend to engage most heavily in the knowledge construction behaviors that are explicitly prompted in a discussion question.

**191. DDL - Online Doctoral Dissertations**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2nd: Regency F*
Facilitator:
***Anthony Pina***, *Sullivan University System*

**Online doctoral cohorts: Strategies for dissertation mentoring in groups** ***Swapna Kumar***, University of Florida; ***Catherine Coe***, University of Florida

This research reports on cohort experiences with online mentoring during the dissertation process in an online doctoral program. Data from semi-structured interviews with 17 program graduates provided insight into the strategies used by faculty to mentor two cohorts of online doctoral candidates and the challenges and value of group mentoring in an online doctoral program.

**Correlation between Mentors and Learners Perceptions of Competency Model in Completing Online Doctoral Dissertations** ***Kathleen Andrews***, University of Phoenix; ***Mansureh Kebritchi***, University of Phoenix; ***Mary M Ray***, University of Phoenix

Until now, there was little evidence of importance ratings of mentoring competencies in the dissertation process in an online environment. Research identified the importance of mentor competencies based on mentors and learners' perceptions are presented along with the relationship between the importance of mentor competencies as perceived by learners and mentors. The presentation audience will participate in discussion of how the competencies can be measured and utilized as the groundwork for application in faculty guidelines.

**192. DDL - Online Student Services**

*3:30 pm to 4:30 pm*
*Hyatt Regency - 2nd: Regency D*

**Structured Peer Tutoring for Online Learning Readiness: Student Tutors' Perception** ***Juhong Christie Liu***, James Madison University

This design-based research will study student tutors' perception in providing pre-designed tutoring interventions to scaffold their peers' online learning readiness. To accelerate learning in online environments with essential strategies and skills, structured peer tutoring will be designed in an asynchronous orientation course. Trained student tutors will deploy the interventions. Extensive dialogue with the tutors during training and tutoring, content provided through peer tutoring, and post-tutoring interview will be analyzed to understand the implication for design.

**The Use of Web 2.0 by Student Affairs Professionals** ***Scarlett Winters***; ***Elizabeth Stringer***, ACUI

Student center and student affairs professionals represent a diverse group within higher education, including student employees up to union directors. This presentation covers research exploring which Web 2.0 tools are used by these professionals and how they use them. Differences among population segments will also be explored.

**193. DDL - Teaching and Social Presence**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2nd: Regency E*

**Enhancing Teaching and Social Presence in an Online Master's Program in Educational Technology** ***Noelle Sweany***, Texas A&M University

Faculty members at a large southwestern research university are in the process of redesigning the online master's degree program in Educational Technology. Since our students are located across the country as well as internationally, we are continually searching for ways to enhance the 'social presence' of our online courses. This session will demonstrate several techniques that we have found to be successful – including using Google Apps for collaboration, using Jing for instructor feedback, organizing peer-to-peer learning groups, and using VoiceThread to enhance online discussions.

**The interdependence between teaching, cognitive and social presence: One or more structural equation models?** ***kadir kozan***, Purdue University; ***Jennifer Richardson***, Purdue University

The current research compared several possible structural equation models of the direct and indirect relationships between and among teaching, social and cognitive presence. The reason for such a comparison was to increase the validity of any results since structural equation analysis is always vulnerable to alternate models. The results indicated that the models with cognitive presence as a full mediator and social presence as a partial mediator can fit the data equally well.

**194. FRS - Motivational Regulation Strategies (RTD)**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Studio 1*
Facilitator:
***E-Ling Hsiao***, *Valdosta State University*

**A Comparative Study on the Use of Motivational Regulation Strategies (MRSs) among Three Different Course Structures: Relations with Learners' Use of Cognitive Learning Strategy and Engagement** ***SANGHOON PARK***, University of South Florida; ***Sarah Pennington***, University of South Florida

Motivation is a critical determinant of a successful learning experience. Previous studies indicate positive academic outcomes when students purposefully used Motivational Regulation Strategies (MRSs) in the classroom. The two aims of this study were (1) to investigate how students use MRSs in three differently structured courses; Discussion-focused online course, Hands-on activity-focused online course, and Hands-on activity focused classroom course, and (2) to examine how the use of MRSs is related to the use of cognitive learning strategies and students engagement.

**195. GSA - Writing Techniques for Graduate Students & Selecting a Dissertation Topic**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2: Concept CD*
Facilitator:
***Yingxiao Qian***, *University of Georgia*
Presenters:
***Marshall G. Jones***, *Winthrop University*
***John Curry***, *Morehead State University*
***Sylvia Rogers***, *University of South Alabama*
***Donovan Walling***, *Consultant*

GSA addressed proactive strategies of selecting a research topic for graduate students last year. Now it is the turn of getting your paper published. Join us for practical advice on how to approach the challenge of creating a competitive academic proposal for conference/journal/book.

**196. INTL -Membership Meeting**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Studio 4*
Chairs:
***Yu-Chang Hsu***, *Boise State University*
***Danilo M. Baylen***, *University of West Georgia*

**197. MPD-Examining and Redefining Roles in Learning Environments**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2: Concept B*

Facilitator:
***Ming Ma***, *The Pennsylvania State University*

**The Transmission of Power, Truth, and Right: Discussing the unintended messages communicated by games used for learning** ***Scott Joseph Warren***, University of North Texas

The purpose of this presentation is to discuss what some learning games communicate in terms of underlying messages about learner relationships, the roles of individuals in society, and who is allowed control over knowledge from teacher to ruler. We will encourage discussion of a number of games, both off the shelf and researcher designed, in terms of the hidden curricula, both intended and not that emerge through play.

**Web and Virtual Museums: Redefining the Alternative Learning Environment** ***Adriana D'Alba***, University of West Georgia; ***Jonathan S Gratch***, University of North Texas; ***Jian Zhang***, Texas Woman's University

Traditionally alternative learning environments such as zoos and museums, represent a "free choice" learning experience. However, availability, accessibility, and cost have limited student participation and attendance. Technological advances in multimedia, 3-dimensional environments, computer hardware and software, foster new opportunities for learners to experience and participate in these informal learning environments in innovative and engaging ways. This presentation discusses students' points of view regarding these advances, after utilizing a web and its virtual counterpart 3-dimensional online museum.

The Transmission of Power, Truth, and Right: Discussing the unintended messages communicated by games used for learning: The purpose of this presentation is to discuss what some learning games communicate in terms of underlying messages about learner relationships, the roles of individuals in society, and who is allowed control over knowledge from teacher to ruler. We will encourage discussion of a number of games, both off the shelf and researcher designed, in terms of the hidden curricula, both intended and not that emerge through play. Web and Virtual Museums: Redefining the Alternative Learning Environment: Traditionally alternative learning environments such as zoos and museums, represent a "free choice" learning experience. However, availability, accessibility, and cost have limited student participation and attendance. Technological advances in multimedia, 3-dimensional environments, computer hardware and software, foster new opportunities for learners to experience and participate in these informal learning environments in innovative and engaging ways. This presentation discusses students' points of view regarding these advances, after utilizing a web and its virtual counterpart 3-dimensional online museum.

**198. Presidential: Informing our Field: How we Examine, Document and Disseminate Information about Trends and Issues in Instructional Design and Technology**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2nd: Regency AB*

Discussant:
***Robert Reiser***, *Florida State University*
Facilitator:
***Edward Caffarella***, *SUNY College at Cortland*
Presenters:
***Abbie Brown***, *East Carolina University*
***Tim Green***, *California State University, Fullerton*
***Larry Johnson***, *New Media Consortium & The Horizon Report, CEO*
***Robert Reiser***, *Florida State University*
***Weinan Zhao***, *Florida State University*
***Fabrizio Fornara***, *Florida State University*

Over the years, there have been a variety of opinions as to the proper name and definition of the field often referred to as "instructional design and technology" (Reiser, 2012). And as the field has continued to expand, another difficulty has arisen: how best to document and report the trends and issues important to the field. Our field incorporates information from a wide variety of sources, from technology innovations to the latest breakthroughs in neuroscience research. Organizing and disseminating this information in a meaningful way is a constant challenge. The panelists represent authors and scholars who regularly synthesize data sources to produce reports on the trends and issues that affect, define, and refine instructional design and technology practice. These reports range from the production of textbooks that identify and elaborate on the field's trends and issues, to annual reports published in scholarly volumes, to bi-weekly podcasts reflecting recent developments. Questions for panelists' consideration include: * What resources do you regularly use? * How do you select resources? * How do you organize the information gathered? *How does your dissemination venue (e.g., annual chapter in larger text) and audience affect your reporting?

**199. RTD - Technology Integration**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Discovery A*

Facilitator:
***Min Kyu Kim***, *Ohio State University*

**[NR] An Examination of the Undergraduate Students' Attitudes towards Interactive Whiteboard via Association Rules** ***Yalin Kilic Turel***, Firat University; ***Cengiz Hark***, Bitlis Eren University

As an alternative way to analyze educational data, we have used the Apriori association rule, which is a technique of data mining. We have worked on the data collected by means of a comprehensive questionnaire consisted of a number of questions and a three-factor

Interactive Whiteboard attitude survey. We have found original relationships between variables as a result of the analysis.

**Using Virtual Worlds to Investigate Learning from Life Experiences** ***Xiaojun Chen***, St. John's University; ***Ming-hui Li***, St. John's University

The purpose of the current study is to investigate how individuals respond to a recently developed Life Experience Learning Scale in stressful situations in a virtual world. This study utilizes virtual worlds as a means of simulation and data collection, which expands the scholarly understanding of as how virtual worlds enhance interdisciplinary research collaborations. The findings of the study contribute to the literature as how individuals learn from life experiences, especially how to connect experiences and manage experiences.

**200. SICET General Session**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Studio 6*

**201. SMT - Cyber schooling satisfaction and inputs**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Studio 2*
Facilitator:
***Christina Cucci***, *School Library*

**A Place for Us? Minority Parent and Student Satisfaction in a Cyber School** ***Dennis Beck***, University of Arkansas; ***Sivan Tuchman***, University of Arkansas; ***Robert Maranto***, University of Arkansas

There has been little research comparing minority and majority perceptions of school satisfaction, and none in cyber schools. We surveyed students and parents at a cyber school (Suntech) assessing satisfaction. Results indicate that Hispanic parents give SunTech relatively positive grade and satisfaction ratings compared to other parents. Implications are that cyber charter schools may empower otherwise marginalized parents, providing their children with more democratic and effective schooling.

**Homework in Cyber Schools: An Exploratory Study** ***Sivan Tuchman***, University of Arkansas; ***Robert Maranto***, University of Arkansas; ***Dennis Beck***, University of Arkansas

There is little research on the impact of homework on student achievement and student and parent satisfaction, and none on these in K-12 virtual schools. We measured the relationships between nights of homework and parental and student measures of school quality, as well as on student achievement. Results indicate a curvilinear relationship between amount of homework and achievement. This is an important step in generalizing the findings relating to school quality in in virtual schools.

**202. TED - Classroom Technologies: Flipped or Coded**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2: Concept A*

**Fliperentiation - The In-Class Flipped, Blended Classroom Approach to Instruction** ***George Ober***, William Floyd School District, Mastic Beach NY

Flipperentiation is a multi-dimensional approach to infusing technology in the classroom that "accelerates learning" in the 21st century. Using existing school technology or student technologies (Bring Your Own Devices) for a flipped, blended classroom students can utilize technology to develop their learning as they "race into the future" in the 21st century. Participants will receive resources for using instructional technology to meet individual student learning styles in the fliperentiated classroom.

**Training Elementary Teachers to Code and Engineer** ***Peter Rich***, Brigham Young University; ***Brian Lindley Jones***, Brigham Young University; ***Emily Yoshikawa***, Brigham Young University

As more elementary schools move to incorporate STEM into their core education, teachers need to be confident and competent in their knowledge and skills in teaching engineering and technology. In the first phase of this three-year study we report on a school-wide effort to train teachers to be confident and competent in engineering and technology.

**203. TED - Self-Efficacy and Value Beliefs: Impacts on Integrating Instructional Technologies and Digital Literacies**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2: Theory A*
Facilitator:
***Sheng-Lun Cheng***, *The Ohio State University*

**The Relationship between Instructional Technology Self-Efficacy and the Integration of Instructional Technology into Pedagogical Practices** ***Leo Murphy***, Embry-Riddle Aeronautical University; ***Byron Havard***, University of West Florida

A 30-item quick assessment instrument was designed to measure significant microanalytic sources of instructional technology self-efficacy was administered to 297 K-12 public school teachers in the southeastern United States. The independent variable was summated instructional technology self-efficacy, a construct that was calculated by averaging the self-efficacy strength scores of personal teacher self-efficacy, general computer self-efficacy, and particularized instructional technology self-efficacy. The dependent variable was teacher self-assessment of instructional technology integration into pedagogical practices.

**Teachers' Value Beliefs of Integrating Digital Literacies into their Classrooms** ***Ayesha Sadaf***, Ball State University

This presentation will describe a mixed methods study investigating practicing teachers' value beliefs of integrating digital literacies into their classrooms. Results provided insights into teacher professional development needs to better personalize teachers' professional preparation to integrate digital literacies. Findings and implications for educators who are preparing teachers to integrate digital literacies in their classrooms will be discussed.

**204. TED - Virtual Interviews and Online Teacher Conversations**

*3:30 pm to 4:30 pm*

*Hyatt Regency - 2: Theory B*

Facilitator:

***Yin-Chan (Janet) Liao***, *Indiana University*

**Using virtual interviews with inservice teachers to positively influence preservice teachers' attitudes towards technology** ***Tonia A. Dousay***, University of Wyoming; ***Jonlee Anderle***, University of Wyoming; ***David Lausch***, University of Wyoming; ***Mary Lin***, University of Wyoming

Attitudes towards technology directly influence whether or not a teacher is willing or open to integrating technology into lessons. How then do we as teacher educators foster positive attitudes towards technology? One possible solution includes virtual meetings, using Skype and Google Hangout, to connect inservice teachers with preservice teachers. In these meetings, inservice teachers become role models, sharing their personal experiences, challenges, and solutions to real-world situations that the inservice teachers may one day encounter.

**What are They Tweeting About? Analyzing the Cognitive Dimension of Twitter Conversation among Teachers** ***Martin Rehm***, University Duisburg-Essen; ***Ad Notten***, United Nations University

Twitter can contribute the continuous professional development of teachers. Social capital theory can aid in the analysis of communication processes on Twitter. Yet, previous research has largely neglected teachers and the role of social capital on Twitter. The present study addresses this shortcoming by analysing a hashtag conversation among German speaking teachers. Using bibliometrics and semantic network analysis, we are able to show the relevance of the cognitive dimension of social captial.

**205. TED Panel: Writing and Technology: Current and Future Research**

*3:30 pm to 4:30 pm*

*Hyatt Regency - 2: Network*

Facilitator:

***Jennifer Banas***, *Northeastern Illnois University*

**Writing and Technology: Current and Future Research** ***Clif Mims***, University of Memphis; ***Rebecca S. Anderson***, University of Memphis; ***Drew Polly***, UNC-Charlotte

Currently students use technology tools in innovative ways to write both in and out of the classroom. With a growing number of digital options, educators are challenged with using these tools effectively to teach writing to K-12 students, especially those with limited digital access. In this presentation four researchers highlight equity issues in their studies that relate to one of the following topics: 1) Writing with WEB 2.0 and Social Media, 2) Writing with Mobile and Multimodal Technologies, 3) Integrating Technology with Writing Instruction, and 4) Preparing Educators to Teach Writing Digitally. Following these brief presentations, participants will break into small groups that focus on one of the four writing topics above to discuss their own research and future research needs. The session concludes with the whole group generating a list of new directions for future research that promotes digital writing equity for K-12 learners.

**206. General Session - Tech Travesties**

*4:45 pm to 5:45 pm*

*Hyatt Regency - 2nd: Regency AB*

Discussant:

***Kay Persichitte***, *Univ of Wyoming*

Presenters:

***Edward Caffarella***, *SUNY College at Cortland*
***Barbara Lockee***, *Virginia Tech*
***Linda L. Mellish***, *East Carolina University*
***M.David Merrill***, *Retired Utah State University*
***Michael H. Molenda***, *Indiana University*

This year we revive one of the most fun presentations in the history of AECT conventions: Tech Travesties! Join us as these "presenters" share their travesties... they will tease and roast our "icons" and generally spoof our association and our field…all in good fun, of course! You do not want to miss this session! Introduction: Kay Persichitte, University of Wyoming Travesty F: Edward Caffarella, State University of New York College at Cortland & University of Northern Colorado (Professor Emeritus) Travesty U: Barbara Lockee, Virginia Tech University; Marshall Jones, Winthrop University, and Steve Harmon, Georgia State University Travesty N: Linda Mellish, East Carolina University and Cindy York, Northern Illinois University Travesty N: M. David Merrill, Utah State University (Professor Emeritus) Travesty Y: Michael Molenda, Indiana University (Associate Professor Emeritus)

**207. INTL -International Division: Silent Auction & Dinner (preregistration only)**

*6:00 pm to 7:30 pm*

*Hyatt Regency - 3rd: Cosmopolitan A*

**208. GSA - 3MT Competition Preliminary Round**

*6:30 pm to 8:00 pm*

*Hyatt Regency - 2: Concept CD*

Facilitator:

***Eunbae Lee***, *Georgia Southern University*

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.

**209. AECT "Unplugged" Jam Session**

*7:30 pm to 9:00 pm*

*Hyatt Regency - 3rd: Cosmopolitan/Discovery Foyer*

Come and unwind with us at AECT's first informal acoustic "jam session." We invite all musicians (or those who just love music) to join us and play along, sing along or just listen and enjoy. All styles, genres and proficiency levels are welcome. Can't fit an instrument with your luggage? Not to worry…we will bring extras!

**210. INTL -International Division Live Auction**

*7:30 pm to 8:30 pm*

*Hyatt Regency - 3rd: Cosmopolitan A*

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.

**211. Intern Meeting**
*7:00 am to 8:00 am*
*Hyatt Regency - 3rd: Outlook Boardroom*

**212. Morehead State University Doctoral Seminar-3**
*7:00 am to 8:00 am*
*Hyatt Regency - 3rd: Discovery A*

**213. CLT - Shaping your Career in Instructional Sciences**
*8:00 am to 9:00 am*
*Hyatt Regency - 3rd: Studio 5*
Facilitator:
***Peggy Ann Lumpkin***, *Young Harris College*
**CLT-Shaping your Career in Instructional Sciences**
***Peggy Ann Lumpkin***, Young Harris College; ***Camille Dickson-Deane***, Montgomery County Community College; ***Amy C Bradshaw***, University of Oklahoma
Scholars in instructional design and technology field follow different career paths and trajectories. A panel of scholars and practitioners discuss strategies for maximizing personal satisfaction in your instructional science career. Topics include but are not restricted to 1. Assessing your skills and values 2. Identifying work that is meaningful to you 3. Recognizing when its time for a change 4. Keeping current in the field and 5. Nurturing your networks. Scholars in instructional design and technology field follow different career paths and trajectories. A panel of scholars and practitioners discuss strategies for maximizing personal satisfaction in your instructional science career. Topics include but are not restricted to 1. Assessing your skills and values 2. Identifying work that is meaningful to you 3. Recognizing when its time for a change 4. Keeping current in the field and 5. Nurturing your networks.

**214. CLT - The Role of Technology in International Contexts**
*8:00 am to 9:00 am*
*Hyatt Regency - 3rd: Studio 3*
Facilitator:
***Feng-Qi Lai***, *Indiana State University*
**A Case Study on Educational Technology in China**
***Feng-Qi Lai***, Indiana State University
Educational Technology is a relatively new area in China. This paper will be focused on the development of educational technology in China in the past ten years, including scholars' perspectives, practice in educational technology, and research in China, based on which the author will analyze and discuss educational technology in China yesterday, today, and tomorrow.

**Diffusion of social networking for distance education in Pakistan** ***Tayyaba Batool***, Old Dominion University; ***Ginger Watson***, Old Dominion University; ***Gary Morrison***, Old Dominion University
This study measured the perceptions and attitudes of teachers and students in Pakistan regarding the use of mobile devices for social networking in online education systems. Participants included 16 instructors and 52 graduate students from a large university. Results indicate that both students and instructors are in favor of adoption of social networking. Additional results explain attitudes toward adoption and give meaning to future work.

**215. Committee: Definition & Terminology (Fri)**
*8:00 am to 9:00 am*
*Hyatt Regency - 3rd: Outlook Boardroom*
Chair:
***Nancy B. Hastings***, *University of West Florida*

**216. D&D 09: K-12 e-Learning**
*8:00 am to 9:00 am*
*Hyatt Regency - 3rd: Vision*
Facilitator:
***Constance Harris***, *George Mason University*
**Conceptions and Misconceptions: A Content Analysis of Mobile Apps for Dyslexic Learners** ***Shilpa Sahay***, University of Florida; ***Kara Dawson***, University of Florida; ***Pavlo Antonenko***, University of Florida
This study examined how mobile app developers conceptualize dyslexia and whether these apps' affordances are aligned with the abilities and needs of dyslexic learners. Conceptual content analysis was employed to address these questions. So far we have found that app affordances for dyslexic learners are designed without a good understanding of the needs and abilities of the target population. Many mobile app developers also have a superficial (and frequently erroneous) conception of dyslexia.

**Pre-service teachers' experience of creating tags and tagclouds for their learning** ***Shu-Yuan Lin***, Idaho State University; ***Ying Xie***, Northern Illinois University
Tagclouds provided an intuitive overview of a group of learners' collective knowledge, and could be potentially used as tools for knowledge construction. This qualitative case study explored pre-service teachers' experiences of creating tags and tagclouds for developing their research papers. The study results showed teacher candidates used tagclouds and tags to identify, organize, highlight, clarify and synthesize main ideas. Tagclouds functioned as thought organizers to help construct concepts and knowledge.

**217. D&D 13: ID Student Perceptions**
*8:00 am to 9:00 am*
*Hyatt Regency - 3rd: Cosmopolitan D*
Facilitator:
***Jamie Bernhardt***, *Georgia State University*
**Impact on Designing for Learning based on Student Perception of Graduate Level Learning** ***Karen Kaminski***, Colorado State University; ***Cynthia Rae***

***Stevens***, DePaul University

Faculty in an online and f-2-f masters degree asked students to share their perception of what graduate level learning means. The findings suggest that designers need to consider specific aspects to set the stage for students to go above and beyond the requirements of the course and points for a grade to bring in new learning, and master their learning and application. In this session we will discuss the findings and share our recommendations for design.

**How Student Perceptions Influence the Instructional Redesign of Online Learning Components** ***Shannon L Cooper***, Indiana University; ***Matthew Holley***, Indiana University; ***Hayley Mayall***, Northern Illinois University; ***Scott Renshaw***, Indiana University; ***Daniel Felix***, Indiana University School of Medicine

This session will demonstrate how student perceptions of learning directly can be used to influence the formative evaluation and subsequent revision to a "choose your own adventure," online learning component in a medical school curriculum. The presentation will describe the initial development of this specific learning component, evaluation tools used by students, and the implementation of changes using best practices in teaching and learning, adult learning, and instructional technology.

**218. D&D 38: Instructional Design**

*8:00 am to 9:00 am*

*Hyatt Regency - 3rd: Cosmopolitan A*

Facilitator:

***Megan Conners Murtaugh***, *Post University*

**A New Mobile Application to Teach Standard Error and Its Relation to Sampling Distribution** ***mehmet oren***, Texas A&M University; ***Namik Top***, Texas A&M University

Understanding sampling distribution and its relation to standard error is a crucial step to advance in many statistical methods. Therefore, this paper introduces a tool to help statistics learners perceive the essence of sampling distribution and standard error, and to teach understandably the influences of various parameters and statistics on sampling distribution and standard error. This paper also provides an outline of these important concepts to help students understand and ponder these concepts logically. Keywords: teaching sampling distribution, standard error, NHST, sample size, mobile learning

**Use of Technology in Teaching Daily Living Skills to Individuals with Intellectual Disabilities** ***Kursat CAGILTAY***, Middle East Technical University; ***Necdet Karasu***, Gazi University; ***Ufuk Ozkubat***, Gazi University; ***Meryem Demirkaya***, Gazi University; ***Hasan Çakır***, Gazi University; ***Goknur Kaplan Akilli***, Middle East Technical University; ***Omer Faruk ISLIM***, Middle East Technical University; ***Filiz CICEK***, Middle East Technical University; ***Ersin KARA***, Middle East Technical University

Special education has been generally ignored or studied very little in the educational technology field. This study aims to design, develop and evaluate innovative instructional technologies to teach daily living skills to individuals that have intellectual disabilities and autism spectrum disorder (ID/ASD). Results have shown evidence that use of educational technology in teaching daily living skills to such individuals have several advantages.

**219. D&D 41: Technology Integration**

*8:00 am to 9:00 am*

*Hyatt Regency - 3rd: Cosmopolitan C*

Facilitator:

***Rob Nyland***, *Brigham Young University*

**Design and Development of WikiTalki Application to Promote English Speaking Practice in K-12 Context** ***Eunhye Ko***, Ewha Womans University; ***Kyu Yon Lim***, Ewha Womans University; ***Si Won Kim***, Ewha Womans University

The purpose of the study is to design and develop mobile application WikiTalki according to design-based research (DBR) approach to promote and enhance participation in English speaking classes in K-12 school setting. Iterative studies were conducted for 21 month period, and proceeded design, development, test, refinement, and implementation. WikiTalki, consists of 4 steps: recording and uploading- peer feedback by 3 random students within the class - confirmation of the feedback - rerecording.

**My Adventures in Creating and Using the First Multiplatform Interactive Digital Textbook on Educational Technology** ***Gregory Francom***, Northern State University

For teachers and higher education faculty who wish to create a digital textbook, there are many difficult questions to be addressed. Over the past years, I have been navigating these questions and options as I created the first ever multiplatform interactive digital textbook on educational technology; Educational Technology for Teachers. The proposed presentation will present issues and ideas for the future of digital publishing along with current tools and applications from my experiences.

**220. D&D Panel Session (4)**

*8:00 am to 9:00 am*

*Hyatt Regency - 3rd: Cosmopolitan B*

Facilitator:

***Charles E Stamper***, *Morehead State University*

**Nurturing Civic-Minded Instructional Design and Technology Professionals: The Impact on IDT Research, Training and Practice** ***Ana-Paula Correia***,

Iowa State Univeristy; ***Ikseon Choi***, The University of Georgia

Many methods with different outcomes have been used to educate Instructional Design and Technology (IDT) students. Countless choose to focus on developing students' technical knowledge and skills to better prepare IDT professionals. While such an approach has great merit, it has been criticized for emphasize almost exclusively on what and how instructional design should be practiced. The proposed panel discussion explores the relevance of educating civic-minded professionals who use their knowledge and skills for the public good with the intent to address contemporary societal issues. This discussion will bring together a group of renowned IDT scholars across the world that conceptualize theory & research, apply knowledge and conduct practice for social change and equality.

**221. DDL - Defining Social Presence**

*8:00 am to 9:00 am*

*Hyatt Regency - 2nd: Theory A*

Facilitator:

***Julaine Fowlin***, *Holy Names University*

**In search of a better understanding of social presence: An investigation into how researchers define social presence** ***Patrick Lowenthal***, Boise State University

Research on social presence continues to grow. But to date, researchers continue to define and conceptualize social presence very differently. In this session, I present the results of an analysis into how top cited researchers of social presence define this popular construct. I conclude with a specific focus on the implications these various definitions have for the research and practice of online learning.

**A Systematic Literature Review on Social Presence in Online Learning Environments** ***Merve Basdogan***, Middle East Technical University; ***Evrim Baran***, Middle East Technical University

This paper is a systematic literature review on online social presence. It aims to discover the similarities and contradictions within the existing literature between the years 2013 and 2014 on social presence. Emerging themes and identified gaps in literature are presented and recommendations for future research are also proposed at the end of the article. The findings suggest that social presence reduce feelings of isolation and form stronger relationships however its effect and power can change parallel to time and features of online learning environment.

**222. DDL - Facilitating Cognitive Presence**

*8:00 am to 9:00 am*

*Hyatt Regency - 2nd: Regency F*

**Designing Question Prompts using Practical Inquiry Model (PIM) to Facilitate Cognitive Presence in Online Case Discussions** ***Ayesha Sadaf***, Ball State University; ***Larisa Olesova***, George Mason University

This presentation will discuss results of a study investigating the impact of question prompts designed with Practical Inquiry Model (PIM) to facilitate students' cognitive presence in online case discussions. Findings will provide insights into whether design of the initial question can help students reach the higher levels of learning. Implications are provided for instructors who are looking for general guidelines regarding how to structure online discussion prompts to elicit high cognitive presence.

**[NR]Does Facilitating Matter In Enhancing Learners' Cognitive Presence In Online Asynchronous Discussion?** ***Ye Chen***, Syracuse University IDDE; ***Jing Lei***, Syracuse University

Abstract: This study investigated the facilitating strategies that enhance online learners' high-level cognitive presence in asynchronous discussion. Our results revealed that four phases of cognitive presence could be identified in their inquiry discourse and the involvement of facilitators is important for online learners' continual cognitive development. We found that the nature of initiating questions significantly influences students' cognitive presence in their discussion. The pedagogical strategies that facilitating high-level of cognitive presence were also identified and discussed.

**223. DDL - Online Student Success**

*8:00 am to 9:00 am*

*Hyatt Regency - 2nd: Regency D*

**Developing an Instrument to Measure Student Readiness in Online Learning Using Exploratory and Confirmatory Factor Analysis** ***TAEHO YU***, UNIVERSITY OF VIRGINIA

The purpose of this study was to develop an effective instrument to measure student readiness in online learning with reliable predictors of online learning success factors such as learning outcomes and learner satisfaction. The validity and reliability of the Student Online Learning Readiness (SOLR) instrument were tested using Exploratory and Confirmatory Factor Analysis, and reliability analysis. Twenty two items from social, communication, and technical competencies, were designated for the initial instrument.

**Using learning analytics from Moodle to enhance student learning and engagement in online courses** ***Florence Martin***, University of North Carolina at Charlotte; ***Patricia Wilkins***, University of North Carolina at Charlotte

Learning analytics can be used to enhance student learning and engagement in online courses. Data sets from two Quality Matters certified online courses are

analyzed to identify student learning and engagement patterns based on Quality Matters pedagogical characteristics. A heuristic for other instructors using Moodle or another Learning Management System in online courses is provided.

**224. DDL - Self-regulation and Motivation**
*8:00 am to 9:00 am*
*Hyatt Regency - 2nd: Regency E*

**The Relationship between Motivational Regulation Strategies (MRSs) and Online Learners' Cognitive Learning Strategy, Learning experience, Academic Performance** ***SANGHOON PARK***, University of South Florida; ***Jung Lim***, University of South Florida

The number of online programs in higher education has been growing fast. In order to meet the increasing need of high quality online learning, motivation needs to be considered as a critical determinant of a successful learning experience. Previous studies indicate positive academic outcomes when students purposefully used Motivational Regulation Strategies. Two aims of this study are to examine (1) how online learners utilize motivational regulation strategies (MRSs) throughout the course, and (2) how the use of MRSs is related to learners' use of cognitive learning strategy, online learning experience including three dimensions of cognitive, emotional, and behavioral experiences, and their academic performance.

**Need the Will and the Skill to Succeed in a Flipped Class** ***Zhiru Sun***, The Ohio State University; ***Kui Xie***, The Ohio State University

Flipped classroom learning heavily relies on students' self-regulation of their learning. The purpose of the present study is to examine how two essential self-regulation factors, self-efficacy and use of learning strategies, affect students' learning in a flipped undergraduate math class. The results showed that both the self-efficacy (the will) and the use of learning strategies (the skill) had significant impact on students' learning in both pre- and in-class flipped learning.

**225. ETR&D Joint Editorial Board Meeting**
*8:00 am to 9:00 am*
*Hyatt Regency - 2nd: Regency C*

**226. FRS - Game-Based Learning (D&D)**
*8:00 am to 9:00 am*
*Hyatt Regency - 3rd: Studio 1*
Facilitator:
***Yu-Chun Kuo***, *Rowan University*

**Prompting science students for cognitive engagement in game-based learning: Types of question prompts and feedback** ***Victor Law***, University of New Mexico; ***Ching-Huei Chen***, National Changhua University of Education

The purpose of this study is to examine the effects of question prompt types and feedback types on students' learning outcomes in a game-based learning environment. One hundred and five students were randomly assigned into four conditions. The results suggested that the types of question prompts had an effect on students' learning. In addition, we found that the types of question prompts and the types of feedback had an interaction effect on students' learning.

**227. GSA - Alternatives to Lectures**
*8:00 am to 9:00 am*
*Hyatt Regency - 2: Concept CD*
Facilitator:
***Wendy Gentry***, *Virginia Tech*
Presenters:
***Katherine Cennamo***, *Virginia Tech*
***Dana Ruggiero***, *Bath Spa University*
***Dr. Gráinne Conole***, *Bath Spa University*
***Peg Ertmer***, *Purdue University*

What are best practices when presenting new information? How do you engage learners in the discussion? There are several alternatives to lecturing. These alternatives and other suggestions will be discussed by outstanding presenters to improve your own presentations.

**228. INTL - MOOC Community, Preferences, and Problems**
*8:00 am to 9:00 am*
*Hyatt Regency - 3rd: Studio 4*
Facilitator:
***Ross Perkins***, *Boise State University*

**Leveraging Knowledge-building Perspective in Fostering Learning Community for Chinese MOOC Learners** ***Hengtao Tang***, SICET; ***Yingxiao Qian***, University of Georgia

This presentation showcases a qualitative research project highlighting Chinese MOOC learners' experience involved in a knowledge-building community, MOOC Academy. An emerging structure of what it is like for the community experience as well as how the experience promotes collective and personal knowledge advancement and fosters endurable engagement will be constructed from the data analysis. Professionals and academics investing in MOOCs, online learning, and adult education would benefit from attending this session.

**Satisfaction, Preferences and Problems of MOOC Participants** ***Cengiz Hakan AYDIN***, Anadolu University; ***Aras Bozkurt***, Anadolu University Turkey

This presentation covers the results of a study that intended to explore the satisfaction, preferences and problems of MOOC participants. An online questionnaire was conducted in a Facebook group belong to the MOOC. Some of the results supported the available literature and some interesting findings helped the researchers get a better understanding about

the MOOC participants. This presentation might be beneficial especially those who are interested in the heutagogy, MOOCs and MOOC participants.

**229. Pit Stop - Friday**
*8:00 am to 5:00 pm*
*Hyatt Regency - 3rd: Studio Lounge*

AECT wishes to welcome all our members and guests to the 2015 Convention! At a racetrack, the Pit Stop is a chance to re-fuel, change your tires, and get needed quick repairs. This conference is a chance for that same re-charge of your professional development! First Timers, Retired Members, International Members, Graduate Students, and ALL attendees... we will have coffee and tea available between the hours of 9:00am and 11:00am on Thursday and Friday. We will also have a few charging stations available in the Pit Stop to plug-in and re-charge your mobile devices to keep you up and running! Please use the Pit Stop as a space to gather anytime during the conference to meet new colleagues, greet old friends, or just connect with others! Hours are Wednesday through Friday, 8am–5pm.

**230. Presidential: Multimedia in MOOCs: Best Practices for Cultural Inclusion**
*8:00 am to 9:00 am*
*Hyatt Regency - 2nd: Regency AB*

Chair:
***Yadi Ziaee***, *Athens State University, Athens, AL.*
Facilitator:
***Barbara Lockee***, *Virginia Tech*
Presenters:
***Thomas C. Reeves***, *The University of Georgia*
***Mimi Miyoung Lee***, *University of Houston*
***Yadi Ziaee***, *Athens State University, Athens, AL.*
***Curtis J. Bonk***, *Indiana University*

The integration of multimedia into Massive Open Online Courses (MOOCs) varies widely in terms of purpose, quantity, quality, and other factors. One often-overlooked factor is cultural sensitivity, especially when MOOCs are intended for global enrollment. In this session, best practices for designing multimedia in MOOCs in ways that are culturally inclusive will be presented.

**231. RTD - Research Studies I**
*8:00 am to 9:00 am*
*Hyatt Regency - 3rd: Discovery B*
Facilitator:
***Kim C. Huett***, *University of West Georgia*

**The Elusive Construct of Emotion: An Interdisciplinary Critical Literature Review** ***Sally Alexandra Eliot***, University of Central Florida

This original critical review of interdisciplinary literature advances the hypothesis that methodologically rigorous research in education generally and e-learning in particular on the role of emotions has been held back by the dominance of the overly complex and difficult to test academic emotions construct, as opposed to the basic emotions construct normal in all other social sciences.

**How Visible are Women Scholars in Ed Tech? An Analysis of Journal Publication Rates** ***Cassandra Scharber***, University of Minnesota; ***Angelica Pazurek***, University of Minnesota Learning Technologies; ***Fan Ouyang***, University of Minnesota

This session will present the findings of a descriptive research study that utilized bibliometric methods to analyze differences in publication rates among female and male authors in top educational technology journals. Interactive elements will be used to engage the audience in dialogue about the relevance of the findings, what they may indicate in terms of the disparity of female representation in the field, and the implications they hold for the future visibility of women scholars.

**232. RTD - Studying Behaviors**
*8:00 am to 9:00 am*
*Hyatt Regency - 3rd: Discovery A*
Facilitator:
***Penny Thompson***, *Oklahoma State University*

**Personal Characteristics Influencing the Perceptions of Importance of Factors for Choosing a Study Mode in Higher Education** ***Dirk Ifenthaler***, Curtin University; ***Matthew Bailey***, Macquarie University; ***Maree Gosper***, Macquarie University; ***Mandy Kretzschmar***, Macquarie University; ***Cheryl Ware***, Macquarie University

This proposal reports a Category 1 Completed Study contributing to recent scholarship in the field by exploring the reasons why students choose to study through specific modes. Data was collected from over 700 students studying through three different modes. The findings suggest that personal characteristics and career opportunities significantly influence the students' choice of study modes. Universities are required to provide students more flexibility to choose from and move more easily between different modes of study.

**Note-taking Behaviors in Online and Face-to-Face Sections of a Physics Lecture Course** ***Cheryl Murphy***, University of Arkansas; ***John C Stewart***, West Virginia University

This study investigated note-taking behaviors in online and f2f students in a physics lecture course. Survey results demonstrated significantly more online students do not take notes, take less of their own notes, and print or read lecture notes from the website more than f2f counterparts. Additionally, online students significantly changed note-taking behaviors during

the semester, with more students opting to forgo note-taking as the semester progressed. These findings suggest technological affordances impact student note-taking behaviors.

**233. SMT - Online learning frameworks, theories, and approaches**
*8:00 am to 9:00 am*
*Hyatt Regency - 3rd: Studio 2*
Facilitator:
***Michele Stork***, *Florida Gulf Coast University*

**Application of the Adaptable Learning Theory Framework for Technology Enhanced Learning** ***Byron Havard***, University of West Florida; ***Marlene L East***, The University of West Florida; ***Lakshmi Prayaga***, University of West Florida

The sheer volume of technological innovations with educational potential along with the myriad of instructional theories and models present quite the challenge for educators. The Adaptable Learning Theory Framework for Technology Enhanced Learning (AF-TEL) connects these components with learning theory and ultimately serves as a guide for educators grappling with how to align the interrelated components of effective instruction when using educational technologies. AF-TEL directs attention to the who, what, why, and how of learning.

**Communities of K-12 Practice in Action: How Diverse Practitioners Work Together to Accelerate Students' Learning through Technology** ***Paige Hale***, Morehead State University; ***Leslie Blatt***, School Media Technology Division

This session will examine the experiences of K-12 practitioners who collaborate with teachers in support and accelerate learning through technology. In addition to showcasing their own work in K-12 schools, the presenters will share techniques and technologies they've used to support instruction as well as share the results of a survey administered to a diverse group of K-12 support personnel including: School Library Media Specialists, School Psychologists, Speech-Language Pathologists, Music Teachers and others.

**Which One is the "Digital Native?" Understanding Student and Teacher Web Usage Patterns** ***Royce Kimmons***, Brigham Young University; ***Bradley Clark***, Doceo Center for Innovation + Learning; ***Mihyun Lim***, Univ. of Texas at Austin

The goal of this study is to understand differences and similarities in how teachers and students use internet resources. By anonymously tracking the longitudinal web activities of participants (n = 2,234) for one year, categorizing web activities, and utilizing quantitative analysis to statistically compare the two groups, we discover themes of use between these two groups that can help inform practice, policy, and research at multiple levels.

**234. ST&C - Adjusting the Suspension in K-12 Schools: Systems Thinking & Change outcomes**
*8:00 am to 9:00 am*
*Hyatt Regency - 2: Concept A*
Facilitator:
***Nicola Wills-Espinosa***, *Universidad Casa Grande*

**An educational reform to improve classroom technology in Turkey: FATIH Project** ***Hoyet Hemphill***, Western Illinois University; ***Erkan Caliskan***, University of Nigde, Turkey; ***Leaunda Hemphill***, Western Illinois University

Presents an analysis on an education reform to improve the technology infrastructure in Turkey through the FATIH Project. The project included an eight billion dollar budget and involved approximately 750,000 teachers. It included equipment, software, the development of e-learning content, and in-service training for teachers. A review of the impact of the first four years of the project is discussed.

**The Tea Party's Potential Influence on a Texas School District's Educational and Instructional Policies** ***Steven Robert Watkins***, University of Phoenix

The purpose of this presentation is to inform educators about the potential presence of politics in educational policy by providing a study's results that examined the Texas Tea Party influence in public education. The public educational process in Texas has always been a subject of manipulation by political movements. The perceived implications of the Tea Party movement on Texas school districts' educational technology in the recent years will be presented to an audience.

**235. TED - Perspectives and Experiences with New Ways of Teaching**
*8:00 am to 9:00 am*
*Hyatt Regency - 2: Concept B*

**Students' Voices in Using Technology to Flip Classroom** ***Szu-Yueh Justine Chien***, UGA; ***Wan-Lin Yang***, National Cheng Kung University

In this Pecha Kucha presentation, you will learn more about college students' ideas about using technology to flip their classrooms. The participants enrolled in a technology integration class were asked to complete a project of redesigning a class activity or a presentation with the aid of emerging technologies. This presentation is aimed to help higher education instructors to design meaningful learning experiences for their students.

**A case study of the nature and role of boundary objects in teacher professional development** ***Heather Leary***, University of Colorado Boulder; ***T J Kopcha***, University of Georgia

This paper presents a multiple case study of a boundary

object identified within two different EDR projects. The cases examine how a new approach to teaching mathematics served as a boundary object in two different professional development projects. The cases offer design researchers insight into the nature of boundary objects and the role of an emergent perspective (Cobb & Yackel, 1996) in dealing with those objects during teacher professional development.

**236. TED - Short Term and Long Term: Impacts and Evolutions of Teacher Technology Practices**
*8:00 am to 9:00 am*
*Hyatt Regency - 2: Theory B*
Facilitator:
***Anne Ottenbreit-Leftwich***, *Indiana University*
**A Little Can Make a Difference: Impact of Technology-Enhanced, 4C's Focused Instruction on Lower Performing Students** ***Jennifer Banas***, Northeastern Illnois University; ***Sarah Gershon***, Waukegan High School

To be successful in their personal lives, community, and future workplace, students must develop critical thinking, creativity, communication, and collaboration skills (also known as the 4C's; P21.org). In schools where college readiness is below average, bolstering these skills is even more important. This study investigated technology and 4 C's skill use among high school health education students at a lower performing school, and the impact of technology-enhanced instruction.

**Longitudinal study of teachers' technology integration knowledge, beliefs, and intentions/practices evolution: preservice to induction** ***Anne Ottenbreit-Leftwich***, Indiana University; ***Yin-Chan (Janet) Liao***, Indiana University; ***Olgun Sadik***, Indiana University

How do internal factors help newly graduated teachers overcome first-order and second-order barriers? This longitudinal study interviewed four technology savvy teachers through three phases: their last year of course work, after student teaching, and after their first year of teaching. Throughout this progression, we examined the evolution of their technology integration knowledge, self-efficacy beliefs, value beliefs, and intentions/practices.

**237. TED Panel: Makerspaces in Higher Education: Design, Development, Implementation, and Research for Teacher Education and Beyond**
*8:00 am to 9:00 am*
*Hyatt Regency - 2: Network*
Facilitator:
***Denise Tolbert***, *National University*
**Makerspaces in Higher Education: Design, Development, Implementation, and Research for Teacher Education and Beyond** ***Eunbae Lee***, Georgia Southern University; ***Mete Akcaoglu***, Georgia Southern University; ***Tonia A. Dousay***, University of Wyoming; ***David Matthew Boyer***, Clemson University; ***Kristin Brynteson***, Northern Illinois University

Makerspace movement is making its way to education, encouraging a maker mindset for educators and pupils. How can teacher education support the design and development of makerspaces for educators? Panelists will share their collective experiences of creating a makerspace from inception, design, development, and implementation; discuss challenges faced and overcame; and present future directions for implementation and research.

**238. ectFoundation Board of Directors Meeting II**
*8:00 am to 10:30 am*
*Hyatt Regency - Eagles' Nest*
Chair:
***Ward Cates***, *Lehigh University*

**239. Jenny K. Johnson International Hospitality Center - Friday**
*9:00 am to 4:00 pm*
*Hyatt Regency - 3rd: Cosmopolitan/Discovery Foyer*

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 JKJ Hospitality space -- 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!

**240. CLT - Testing your Research IDEA - Panel 1**
*9:15 am to 10:15 am*
*Hyatt Regency - 3rd: Studio 5*
Facilitator:
***Joi Moore***, *University of Missouri*
**Testing your Research IDEA – Panel**
***Camille Dickson-Deane***, Montgomery County Community College; ***Joi Moore***, University of Missouri; ***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 in return, you will receive 5 minutes of feedback from the panel.

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

**241. CLT - The Influence of Technology on Language Learners**
*9:15 am to 10:15 am*
*Hyatt Regency - 3rd: Studio 3*
Facilitator:
***James Trotta***, *Florida State University*

**Scaffolding ELLs' Narrative Writing Skills Through iPads From The Perspective Of Funds Of Knowledge** ***Yan Chen***, Northern Illinois University; ***Pi-Sui Hsu***, Northern Illinois University; ***Rebecca D Hunt***, Northern Illinois University

In the current context of Mobile Assisted Language Learning (MALL), the majority of the studies focused on integrating MALL into specific language skills in vocabularies, listening, speaking, and phonological awareness. Few studies investigated students' writing skills, especially English Language Learners (ELLs). The purpose of this study is to explore the learning effects of scaffolding younger ELLs' narrative writing skills, as well as cultural awareness by using iPads from the perspective of funds of knowledge.

**The Influence of Language on Multimedia: An Eye Tracking Study** ***Arwa Mashat***, Old Dominion University; ***Ginger Watson***, Old Dominion University; ***Shana Pribesh***, Old Dominion University; ***Jill Stefaniak***, Old Dominion University

This study investigated learning in Arabic and English using multimedia presentations on computer screens while tracking learners' eye movements. Eye tracking focused on learners' visual attention, number and the duration of fixations when viewing Arabic and English text and images as part of an instructional unit. Results focused on how written language orientation influences visual attention, spatial bias, mental effort, and learning.

**To overcome intercultural misunderstandings: A directed content analysis of learner language** ***James Trotta***, Florida State University

This paper contains results from a qualitative content analysis of conversations held by English language learners completing intercultural communication roleplays. The language that learners produced may be of interest to researchers and practitioners who want to assess intercultural communicative competence by observing performance. I apply the findings to the formative assessment of an intercultural communicative competence rubric.

**242. D&D 08: E-Learning Instructional Design**
*9:15 am to 10:15 am*
*Hyatt Regency - 3rd: Cosmopolitan A*
Facilitator:
***Michael M Grant***, *University of South Carolina*

**Design and Development of a Dynamically Adaptive TutorIT Tutorial in Basic Statistics** ***Elena Novak***, Kent State University

This study examined learning effectiveness of a dynamically adaptive TutorIT tutorial in basic statistics for graduate students. Fifteen in-service teachers interacted with the tutorial and completed an attitudinal questionnaire. As hypothesized, all who completed the tutorial demonstrated mastery. However, only 57% of the teachers could finish the tutorial. The tutorial completion rates were considerably lower among teachers with a non-mathematical background. A follow-up questions' difficulty analysis revealed that higher-thinking level questions were too complex.

**Organizational pictures as a feedback strategy in technology-enhanced learning environments** ***Albert Dieter Ritzhaupt***, University of Florida; ***Ray Pastore***, University of North Carolina Wilmington; ***Robert O Davis***, University of Florida

Feedback remains one of the strongest instructional interventions in technology-enhanced learning environments. The experiment was a 2 Picture (Present vs. Absent) x 2 Modality (Onscreen text vs. Narration) x 2 Trial (Trial 1 vs. Trail 2) design with learner comprehension and satisfaction as the dependent measures. Two hundred research participants were recruited from two public southeastern universities in the U.S. Preliminary results show findings in favor of the multimedia and modality principles in feedback.

**243. D&D 12: Online Teaching Strategies**
*9:15 am to 10:15 am*
*Hyatt Regency - 3rd: Cosmopolitan C*
Facilitator:
***Nicola Wills-Espinosa***, *Universidad Casa Grande*

**Collaborative Learning Studio: Facilitating Active Learning Pedagogy** ***Dabae Lee***, Indiana University; ***Anastasia S. Morrone***, Indiana University; ***Greg Siering***, Indiana University

Numerous institutions strive to create flexible learning environments to support active learning. An innovative classroom was built to facilitate collaborative learning in large classes with the state-of-the-art technologies, and this research study was conducted on how the technologies and space were used to support collaborative learning pedagogies using in-class observations, interviews, and surveys. This session will introduce unique features of the room compared to other active learning classroom models and share the findings.

**Developing a Failure-driven Case-Based Learning Module to Promote Veterinary Students' Real-World Problem Solving Skills** ***Hui Rong***, UGA; ***Ikseon Choi***, The University of Georgia

Cognitive bias are major contributors of missed and delayed diagnoses in clinical settings. Helping students become aware of such bias and teaching them

strategies to minimize their influence will enhance the quality of their decision making. To alert students of latent pitfalls, 6 common cognitive bias vulnerable to novices are identified and embedded in a small animal surgery case. Design principles for creating failure-driven case-based learning modules to achieve cognitive debiasing are presented and discussed.

**244. D&D 28: E-Learning Design**
*9:15 am to 10:15 am*
*Hyatt Regency - 3rd: Studio 1*
Facilitator:
***Karen Kaminski***, *Colorado State University*
**Exploring Reflection's Impact on Instructional Designers and Design** ***Tamme Quinn Grzebyk***, Wayne State University

While research studies have explored instructional designers, studying them as integral to design has largely been ignored. This interactive session will present the results of a six-week case study of seven professional instructional designers across numerous industries. The final results of this study provide an understanding of methods to improve instructional designer development, giving professors an opportunity to better prepare students for the field. Further, professional instructional designers will find methods to enrich their design.

**245. D&D 34: Flipped Classroom**
*9:15 am to 10:15 am*
*Hyatt Regency - 3rd: Vision*
Facilitator:
***Rob Nyland***, *Brigham Young University*
**Flipping into the Future with Flipboard: Student Beliefs, Attitudes, Engagement, and Device Choice** ***Aimee deNoyelles***, University of Central Florida; ***Baiyun Chen***, University of Central Florida; ***Steven Hornik***, University of Central Florida

This session addresses three research questions concerning academic use of the application called Flipboard: (1) What were college students' beliefs and attitudes regarding the use of Flipboard in the learning environment? (2) How did students engage in the Flipboard activities? Were there any significant demographic factors? (3) How did device choice affect participation in the Flipboard activities? Findings will help improve instructional design of activities that involve Flipboard, as well as apps in general.

**Use the Flipped Classroom Model in a Technology-Enabled Active Learning (TEAL) Classroom: A Case Study** ***Taotao Long***, The University of Tennessee Knoxville; ***Joanne Logan***, University of Tennessee Knoxville; ***Michael Waugh***, The University of Tennessee; ***John Cummins***, The University of Tennessee

This research proposal reports a qualitative case study on the experiences and perceptions of five students and the instructor in an undergraduate science course about the use of the flipped classroom instructional model in a Technology-Enabled Active Learning (TEAL) Classroom. The findings from semi-structured interviewing and qualitative data analysis will also provide information about students' and instructor's suggestions for improving the teaching and learning efficiency in this instructional context.

**246. D&D 48: AECT Books and Briefs**
*9:15 am to 10:15 am*
*Hyatt Regency - 3rd: Cosmopolitan D*
Facilitator:
***Yvonne Earnshaw***, *Consultant*
**Studies of ID practices: An updated review and synthesis** ***Bill Sugar***, East Carolina University

This presentation will summarize the findings from a recent AECT Books and Briefs publication, Studies of ID practices: A review and synthesis of research on ID current practices. This monograph summarized and analyzed 102 studies of professional instructional designers' current practices. A comparison and synthesis of similar studies will take place during this presentation. Nine recommendations on how to conceptualize and design future studies of ID practices also will be discussed.

**247. D&D Panel Session (1)**
*9:15 am to 10:15 am*
*Hyatt Regency - 3rd: Cosmopolitan B*
Facilitator:
***Anne Mendenhall***, *Church of Jesus Christ of Latter-day Saints*
**Human Agency: Implications for Instructional Design and Technology** ***Stephen Yanchar***, Brigham Young University; ***Matthews Michael***, Brigham Young University; ***Brent G. Wilson***, U of Colorado Denver; ***Alison Carr-Chellman***, The Pennsylvania State University; ***Jeremiah Isaac Holden***, University of Colorado Denver

This interactive panel session will explore the issue of human agency (the ability of persons to act purposively and choose freely as volitional actors) with a focus on its implications such as the nature of learning and learner responsibility; technology adoption; innovative professional practices; the lived experiences of learners and designers; and ID in the service of social justice. Panelist will discuss how "racing into the future" might be informed by careful considerations of agency.

**248. DDL - Alernative Course Evaluation Methods**
*9:15 am to 10:15 am*
*Hyatt Regency - 2nd: Regency D*
Facilitator:
***Juhong Christie Liu***, *James Madison University*
**Online Course Evaluation through the Learning**

**Experience Analysis Approach** ***Jennifer Hart***, University of South Florida; ***SANGHOON PARK***, University of South Florida

The aim of this study is to suggest an alternative way to evaluate the quality of an online course design through the learning experience analysis approach focusing on three dimensions of online learning experience, that are online learners' behavioral pattern, emotional experience, and cognitive involvement. This presentation will also share a case study on how to utilize the learning experience analysis approach using We log data and experience sampling method in an online course.

**An Online Social Constructivist Course: Toward a Framework for Usability Evaluations** ***Alana Phillips***, University of North Texas; ***Anneliese Sheffield***, University of North Texas; ***Heather Robinson***, University of North Texas; ***Michelle Moore***, University of North Texas

Social knowledge construction features prominently in social constructivist courses. This feature may not be adequately evaluated using current frameworks. This study examines the usability needs of such a course. Data was collected from an online course with 20 students. Data is being analyzed using the phenomenography approach and will be compared to an existing framework for usability evaluations. This presentation offers suggestions for a framework that can accommodate social constructivist courses.

**249. DDL - Case-based Instruction**
*9:15 am to 10:15 am*
*Hyatt Regency - 2nd: Regency F*

**Guidelines for Medical Educators to Create a Reflective Case-based e-learning Environment** ***Yingxiao Qian***, University of Georgia

This paper showcases a guideline for medical educators to create a reflective case-based e-learning environment. It is generally accepted reflective thinking is integral for medical training to develop essential competency in addressing complex situations but a lack of authentic practices produces a low-level reflective thinking. The paper highlights how case-based e-learning integrates emerging technology to provide an authentic environment for high-level reflective thinking. Professionals and academics investing in medical education will benefit from this session.

**Guiding Peer-Questioning During Online Case-Based Discussions** ***Jesus Trespalacios***, Boise State University; ***Jennifer Rand***, Boise State University

Student-led discussions are an important strategy used in online courses. However, instructors need to provide enough guidance to ensure successful discussions. The purpose of this study is to investigate the effects of guidance to students who lead case-based discussions on both the generation of effective peer-questions and the quality of follow-up posts. During this session, results and implications of this study in online courses will be discussed.

**250. DDL - Social Media and Networking**
*9:15 am to 10:15 am*
*Hyatt Regency - 2nd: Regency E*

**Tweeting U.S.A.: An Examination of State Educational Twitter Hashtags (SETHs)** ***Joshua Michael Rosenberg***, Michigan State University; ***Mete Akcaoglu***, Georgia Southern University; ***Erica R. Hamilton***, Grand Valley State University; ***Spencer P. Greenhalgh***, Michigan State University; ***Matthew J. Koehler***, Michigan State University

State Educational Twitter Hashtags (SETHs) are commonly used to support educators' learning. The purpose of this study is to investigate the frequency of use and user engagement for SETHs in order to better understand their potential to both research and practice. We found that the 48 SETHs we examined are being commonly used and that we can examine their user engagement to begin to understand how they can serve as a model for professional learning.

**Exploring the Effects of Students' Social Networking Experience on Social Presence and Perceptions of Using SNSs for Learning** ***Jieun Lim***, Purdue University; ***Jennifer Richardson***, Purdue University

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 for online learners. However, there are few empirical studies that examine online learners' social networking experiences and how the experiences relate to their social presence in online learning. This research explores effects of students' social networking experience on social presence and perceptions of using SNSs for academic purpose.

**251. DDL -New Board of Directors Meeting**
*9:15 am to 10:15 am*
*Hyatt Regency - 3rd: Outlook Boardroom*
Chair:
***Anthony Pina***, *Sullivan University System*

**252. ETR&D Award Presentation**
*9:15 am to 10:15 am*
*Hyatt Regency - 2nd: Regency C*

**253. GSA - Panel: What is the Future of our Field?**
*9:15 am to 10:15 am*
*Hyatt Regency - 2: Concept CD*
Facilitators:
***Firat Sarsar***, *Ege University, Izmir, Turkey*
***Tutaleni I. Asino***, *Penn State University*

Presenters:
***Steve Harmon***, *Georgia State University*
***Aytekin Isman***, *Sakarya University*
***Xiaoxue Wang***, *Florida Gulf Coast University*
Many of the technologies that we take for granted today were either in their infancy or nonexistent at the time AECT was founded in 1923. As we prepare for the unknown, what kinds of questions should we be asking? What should we be studying that will significantly contribute to our field? Panelists will share their vision for the future and discuss what contributions they think graduate students should consider making. This engaging session will consist of brief remarks by each of the panelists and discussions with the audience.

**254. INTL - Educational Technology in Asia-Pacific and South America**
*9:15 am to 10:15 am*
*Hyatt Regency - 3rd: Studio 4*
Facilitator:
***Katsuaki Suzuki***, *JSET Vice President, Kumamoto University*

**An Analysis of Asia-Pacific Educational Technology Research: Identifying Future Research Needs for Practice Improvement** ***Insung Jung***, International Christian University; ***Mina Yoo***, Department of Education, Seoul National University

The past years have seen a significant rise in the percentage of Asia-Pacific papers on educational technology published internationally: from 13.7% in 2000 to 38.4% in 2013. This session discusses the overall trends and gaps in the Asia-Pacific educational technology research based on the analysis of 1,137 (26.2% of 4,332) original articles from the Asia-Pacific region that were published in five selected international journals between 2000 and 2013.

**From Local Learning Places to Global Learning Spaces: Online Education in Ecuador** ***Angelica Pazurek***, University of Minnesota Learning Technologies

This session will present the findings of qualitative case study research that explored the higher education system and online education practices in Ecuador, with a focus on select universities in the northern region. Interactive elements will engage the audience in dialogue about the relevance of the findings, what they may indicate in terms of the internationalization of higher education, and the implications they hold for future global connections in the interest of inter-institutional collaborations.

**255. MPD Panel-Game-Based Assessment; Solution or Illusion?**
*9:15 am to 10:15 am*
*Hyatt Regency - 2: Theory A*

**Game-based assessment: solution or illusion?** ***Glenn Gordon Smith***, University of South Florida; ***Yadi Ziaee***, Athens State University, Athens, AL.; ***Beth Jordan***, University of South Florida; ***Fadwa Flemban***, University of South Florida; ***Metin Besalti***, University of South Florida

Game-based assessment (GBA) is a promising alternative to traditional assessment. Traditional tests stress students, while games motivate them. The vision of GBA stealth assessment has spawned a number of research projects (Shute, 2011), and at least one theoretical and practical framework for developing game-based assessment (Halverson, & Owen, 2014). GBA, a young paradigm, has not arrived in mainstream education. Given the expense, skill and labor to create GBAs, will it ever fulfill its promise?

**256. Presidential: AECT Major Online Reference Work – Learning, Design, and Technology: An International Compendium of Theory, Research, Practice and Policy**
*9:15 am to 10:15 am*
*Hyatt Regency - 2nd: Regency AB*
Facilitator:
***Robert Maribe Branch***, *University of Georgia*
Presenters:
***Jonathan M Spector***, *Department of Learning Technologies*
***Barbara Lockee***, *Virginia Tech*
***Marcus Childress***, *Baker University*
***Katherine Cennamo***, *Virginia Tech*
***Melissa James***, *Springer Publishing*
The AECT/Springer Major Reference Work (MRW) will include substantive, peer-reviewed articles that examine learning theory, research, design and development, practice and policy. The MRW will feature focused studies and reports with rich descriptions and illustrations of cases, studies or conceptual frameworks. Works that synthesize findings across several studies, and in-depth reports of evaluations and policy analyses are especially sought. The editorial team includes 16 section editors who will present their interests; two authors will also present their contributions.

**257. RTD - Research Studies II**
*9:15 am to 10:15 am*
*Hyatt Regency - 3rd: Discovery B*
Facilitator:
***Royce Kimmons***, *Brigham Young University*

**The Process of Developing and Creating an Academic Journal for Emerging Scholars: A Formative/ Qualitative Study** ***Robert F Kenny***, Florida Gulf Coast University; ***Glenda A. Gunter***, University of Central Florida; ***Karen Burgard***, Florida Gulf Coast University; ***Michael Boucher***, Florida Gulf Coast University

In this session the presenters introduce the thought processes, contexts, highs, lows, and mistakes in setting up an new AECT sponsored journal (Journal of Formative Design in Learning) aimed at encouraging young and emerging scholars. We will share with the attendees a considerable amount of detail about the development process and its advancement of the scholarship culture as well as the mentoring system we are developing as a part of the journal[1]s call and submission process.

**Pedal To the Metal: Accelerating Expertise Through Mixed Methods Research** ***Lisa Blair***, Southern Illinois University

The field of expertise studies has elicited numerous theories regarding the development of expert performance. As Gary Klein (1997) suggested, rather than trying to teach people to think like experts, the goal should be teaching people to learn like experts. This presentation will review mixed methods used in the researcher's Expert Performance Approach study revealing how experts' self-talk reflects their learning processes, not just their thinking processes.

**258. RTD - Student Learning II**

*9:15 am to 10:15 am*

*Hyatt Regency - 3rd: Discovery A*

Facilitator:

***YunJeong (Eunice) Chang***, *University of Georgia*

**The Impact of Retrieval on Second Language Learning** ***Donggil Song***, Sam Houston University; ***Eun Young Oh***, Seoul National University; ***Cheolil Lim***, Seoul National University

Cognitive science studies revealed that learners' retrieval process in tests enhances learning. However, most of them were conducted in a lab setting. The current study considers the case of retrieval practice with specific implications for the education field. We conducted a quasi-experiment to replicate the impact of retrieval on learning retention in a second language course. We report the results and discuss implications for the design of retrieval-based learning, and make suggestions for future research.

**An Exploration of Social Ability and Collective Efficacy in CSCL Model of Learning** ***Wanli Xing***, University of Missouri-Columbia; ***Sean Goggins***, University of Missouri-Columbia

Previous studies have invested effort in understanding, which factors affect student learning, and how from isolated perspectives. Based on social cognitive theory, this study proposes a dynamic CSCL model of learning using understudied factors – system functionality, social ability, collective efficacy– to examine the mediation and causal relationship among those constructs and their influence on learning. The model is tested utilizing data collected from a large US university. Data is analyzed employing the Partial Least Squares method. Results demonstrate the intertwined relationship among the constructs and a different influencing mechanism for each construct on learning.

**259. SMT - Changing roles and responsibilities of school librarians**

*9:15 am to 10:15 am*

*Hyatt Regency - 3rd: Studio 2*

Facilitator:

***Christina Cucci***, *School Library*

**Enabling School Librarian Technology Leadership** ***Melissa Johnston***, The University of Alabama

This presentation will present the findings from an investigation of the technology leadership practices of school librarians. This research has led to the identification of factors that are enabling some school librarians to thrive as technology integration leaders and those hindering others. Strategies to support practicing school librarians in understanding how to enact this vital role and better prepare future school librarians for a leadership role in the integration of technology will be discussed.

**From Invisible to Visible: The Ruling Relations that Inform Professional Practice in School-Based Brazilian Librarianship** ***Lucy Santos Green***, Georgia Southern University; ***Melissa Johnston***, The University of Alabama

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.

**260. ST&C -Membership Meeting**

*9:15 am to 10:15 am*

*Hyatt Regency - 2: Concept A*

Chair:

***Beth Rajan Sockman***, *East Stroudsburg University of Pennsylvania*

**261. TED - Online Professional Development**

*9:15 am to 10:15 am*

*Hyatt Regency - 2: Concept B*

Facilitator:

***Jason Siko***, *Grand Valley State University*

**Online In-service Teacher Professional Development to Improve Teaching in Secondary Science: A Case Study** ***Kim C. Huett***, University of West Georgia; ***Jason Huett***, University of West Georgia; ***Andy Walter***, University of West Georgia; ***Phoebe***

***Balentyne***, University of West Georgia

In 2014, twelve K-12 secondary science teachers completed an eight-month online professional development course, the purpose of which was to increase their knowledge and skills related to effective teaching, design, and presence in online and blended learning environments. Multiple sources of data were used to build a descriptive case and to identify patterns among qualitative data. This presentation will conclude with a discussion related to design considerations of online PD for in-service K-12 teachers.

**Shifting Gears: Accelerating Professional Development for Online Instruction** ***Tracy McAllister***, University of Memphis; ***Clif Mims***, University of Memphis

Addressing the instructional needs of online teachers has created a higher demand for professional development to inform the necessary skill set for teaching in a new environment. This session examines professional development for instructors whose classroom has shifted from the traditional to the online environment. Attendees will suggestions for best practice in designing and developing professional development for online instructors.

cancelled

**262. TED - Technology Intregration**

*9:15 am to 10:15 am*

*Hyatt Regency - 2: Theory B*

Facilitator:

***Olgun Sadik***, *Indiana University*

**Communicating in Science: Pre-Service Teachers and Digital Science Notebooks** ***Seungoh Paek***, University of Hawaii at Manoa; ***Lori Fulton***, University of Hawaii at Manoa

This study investigates the potential of a tablet-based note-taking application (TNA) to enhance pre-service teachers' science practices. Twenty-seven pre-service teachers in an elementary science methodology class participated in the study. Over the course of one semester, participants used a tablet-based note-taking application as their course-related science notebook. Participants' notebook entries and their responses to survey questions about the TNA experience were collected. The study discusses how TNAs can be leveraged to facilitate growth in pre-service teachers' scientific thinking and practice.

**Early Childhood Teachers Instructional Practices and Perceptions in 1:1 iPad Classrooms** ***Ya-Huei Lu***, Indiana University; ***Ai-Chu Ding***, Indiana University; ***Anne Ottenbreit-Leftwich***, Indiana University; ***Krista Glazewski***, Indiana University

This study explored early childhood teachers' instructional practices in 1:1 iPad classrooms. Classrooms observations and interviews were conducted to understand teachers' practices and perception. We identified three ways that teachers used iPads in the daily instruction: (1) busy work or a transition task; (2) students practice skills in station activities; (3) digital production projects. Teachers showed positive attitudes toward using iPad but also pointed out the issues they encountered while implementing iPads in the classroom.

**263. TED Panel: Building Bridges: Cooperative Learning and Shared Research between Academia and Our Schools**

*9:15 am to 10:15 am*

*Hyatt Regency - 2: Network*

Facilitator:

***Beth Rajan Sockman***, *East Stroudsburg University of Pennsylvania*

**Building Bridges: Cooperative Learning and Shared Research between Academia and Our Schools** ***Jennifer Banas***, Northeastern Illnois University; ***Kay Persichitte***, Univ of Wyoming; ***T J Kopcha***, University of Georgia; ***Drew Polly***, UNC-Charlotte; ***Leslie Blatt***, School Media Technology Division; ***Paige Hale***, Morehead State University; ***Heather Leary***, University of Colorado Boulder; ***Sinem Aslan***, Indiana University; ***Sinem Emine Mete***, Intel

Cuban (1993, p. xxi) stated, "The blend of practice and research at the university reaffirms my deeply held belief that worthwhile knowledge draws on both worlds." For educational technologists and instructional designers, university-school partnerships are not only neighborly; but also vital in linking theory, research and practice. This panel will discuss the history of university-school bridges, the most common types, why we need them, missed opportunities, and how to sustain them once built.

**264. AECT - Graduate Students' vs. Undergraduate Students' Perspectives on Facebook as a Learning Environment**

*10:30 am to 11:30 am*

*Hyatt Regency - 2nd: Regency D*

**Graduate Students' vs. Undergraduate Students' Perspectives on Facebook as a Learning Environment** ***Firat Sarsar***, Ege University, Izmir, Turkey; ***Steve Harmon***, Georgia State University

This study is the combination and comparison of two different studies that the authors presented. It aims to show main differences on Facebook as a Learning Environment (FOLE) between undergraduate and graduate students. This surveyed 89 undergraduate students and 33 graduate students to understand their perspectives toward FOLE. The results show that graduate students are ready to use FOLE. However, undergraduate students reported that they have doubts about social networks as a quality education provider.

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to show main differences on Facebook as a Learning Environment (FOLE) between undergraduate and graduate students. This surveyed 89 undergraduate students and 33 graduate students to understand their perspectives toward FOLE. The results show that graduate students are ready to use FOLE. However, undergraduate students reported that they have doubts about social networks as a quality education provider.

**265. CLT - Learning Cultures**
*10:30 am to 11:30 am*
*Hyatt Regency - 3rd: Studio 3*
Facilitator:
***Peggy Ann Lumpkin***, *Young Harris College*

**Cultural Overlays for the Community of Inquiry (CoI) Framework *Jiyoon Jung***, Indiana University Bloomington; ***Cindy Hmelo-Silver***, Indiana University Bloomington

The current proof-of-concept study conceptually extended the CoI framework with cultural overlays that is designed to account for the role of culture in computer-supported collaborative learning and illustrated how the new component of the framework can be used to make explicit the role of culture during such learning.

**Faculty Online Teaching Self-Efficacy: A Cultural Perspective *Fahad AlShahrani***, Northern Illinois University; ***Hayley Mayall***, Northern Illinois University

This study explored faculty online teaching self-efficacy in Saudi Arabia. Findings indicated that the faculty had high levels of online teaching self-efficacy and that the faculty have high confidence in their ability to use technology to deliver online educational materials. Hierarchal regression was conducted to explore the influence cultural dimensions had on the faculty online teaching self-efficacy. Results indicated that culture did not predict faculty online teaching self-efficacy to a statistically significant degree.

**The impact of technology and faculty development on the learning culture of a small college. *Peggy Ann Lumpkin***, Young Harris College

Recently, the college received a Title III grant that is part of the Strengthening Institutions Programs. The program involves updating technology as well faculty development as tools for student success. Satisfaction surveys revealed that students were leaving the college because of antiquated technology or faculty not having technology skills. This study researches the impact of initiatives of updated technology and faculty development on measures of student success.

**266. CLT - Testing your Research IDEA - Panel 2**
*10:30 am to 11:30 am*
*Hyatt Regency - 3rd: Studio 5*
Facilitator:
***Camille Dickson-Deane***, *Montgomery County Community College*

**Testing your Research IDEA - Panel 2 *Camille Dickson-Deane***, Montgomery County Community College; ***Amy C Bradshaw***, University of Oklahoma; ***Angela Benson***, The University of Alabama; ***Joi Moore***, University of Missouri

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

**267. D&D 18: Mobile Apps**
*10:30 am to 11:30 am*
*Hyatt Regency - 3rd: Vision*
Facilitator:
***Matthew Schmidt***, *University of Hawaii, Manoa*

**A Course Design for Novice Programmers by Using App Inventor Environment *Kadir Yucel KAYA***, Middle East Technical University / TURKEY; ***Secil TISOGLU***, Middle East Technical University / TURKEY; ***Mithat Cicek***, Middle East Technical University / TURKEY; ***Kursat CAGILTAY***, Middle East Technical University

Purpose of this study is to design and develop a course for visual programming language for novice programmers in higher education level. A course is given at the Department of Computer Education and Instructional Technology in a University in Turkey. App Inventor environment was used in the course. Qualitative methodology was used to collect and analyze data. Results of this study aims to develop an effective, efficient, and motivating introductory programming course guidelines.

**Optimized Design of Chinese Mobile Applications: The Effects of Radical-Based Structure and Question-Based Content on Chinese Character Recognition *Yujia Huang***, Florida State University; ***Zhichun Liu***, Florida State University

Radical-based structure (using radicals rather than characters as basic units in learning Chinese characters) indicates the vital role of radicals in learning characters. Also, instead of flashcard content, question-based content (consisting of multiple-choice questions on sound and meaning of characters) help learners use radicals to infer sounds and meanings of characters. Therefore, this study seeks to investigate the effects of radical-based structure and question-based content on Chinese character recognition, supporting ideas of Chinese mobile applications.

**268. D&D 23: Instructional Design**
*10:30 am to 11:30 am*
*Hyatt Regency - 3rd: Studio 1*

Facilitator:
***Zuheir Khlaif***, *Indiana University*

**Accelerating Learning of Special Education Students with Intellectual Disability via Technology-Enhanced Extracurriculum** ***Goknur Kaplan Akilli***, Middle East Technical University; ***Sibel Dogan***, Middle East Technical University

This study illustrates an effective practice utilizing an innovative instructional design, namely, technology-enhanced extracurriculum (TEE) created for special education students with intellectual disability. A formative research with post-facto multiple cases was designed to find out how a TEE affects students with intellectual disability in terms of cognitive and physical development; along with teachers' perceptions about technology use in special education. Findings showed that TEE accelerates learning and has positive affects regarding cognitive and physical development.

**Designing Transformative Family Learning (TFL) Experiences: Implications for Instructional Design** ***Matt Langton***, Brigham Young University; ***Rob Nyland***, Brigham Young University; ***Andrew Gibbons***, Brigham Young University

Focus on designing transformative family learning (TFL) experiences presents a unique design challenge. This session offers a detailed account of the lessons learned while designing such experiences for informal settings. We draw lessons from a team design experience that will be useful to practitioners designing engaging learner experiences that encourage life-changing transformations.

**269. D&D 24: Faculty Development**
*10:30 am to 11:30 am*
*Hyatt Regency - 3rd: Cosmopolitan A*
Facilitator:
***Dirk Ifenthaler***, *Curtin University*

**Accelerating Learning through an Integrated Approach to Faculty Development and Academic Technology Tool Development** ***Nancy Wentworth***, Brigham Young University

This session will present how faculty develop focused on improved teaching and accelerated student learning has been tied to two academic technologies including a learning outcomes website and a Learning Management System (LMS). A key component of the presentation will be how the collaboration of instructional designers, faculty consultants, technology developers and faculty have enhanced the design, development, and support of these academic technology tools.

**Commitment, Completion, Quality: Two Models for Designing and Developing Technology-enhanced Courses** ***Lujean Baab***, Virginia Tech; ***M. Aaron Bond***, Virginia Tech

Ensuring quality online learning is particularly challenging when staffing is limited and demand increases. Two models at Va Tech meet the challenge with options for faculty as developers and faculty as consultants to the development. The structure, management and quality assurance reviews contained within both models will be discussed including observations from instructional design staff and faculty. Discussion will also include responses to the challenges, funding options and staff required for both models.

**270. D&D 42: Interdisciplinary**
*10:30 am to 11:30 am*
*Hyatt Regency - 3rd: Cosmopolitan C*
Facilitator:
***Shauna Bona***, *O.C. Tanner*

**Why Students Choose to Join and Leave a New Transdisciplinary, Competency-Based Degree Program** ***Marisa Exter***, Purdue University; ***Iryna Ashby***, Purdue University; ***Secil Caskurlu***, Purdue University

During its first semester, the Polytechnic Institute utilized a studio and cross-disciplinary seminar to introduce 33 freshmen into the competency-based undergraduate program created in response to 21st-century demands in technical/engineering education. Because it is so different from both a traditional college experience and high-school, students are both excited and fearful about the possibilities, and attracting and retaining students has been challenging. This paper will use diverse data to explore the driving forces behind students' decisions.

**Design of Instructional Modeling Language (IML) and Learning Objects (LOs) repository** ***Altaf Siddiqui***, Metropolitan State University of Denver

Objects and modeling language such as unified modeling language (UML) have dominated software engineering in the past few decades. While the concept of learning objects (LOs) was borrowed from software engineering as a counterpart of objects, no modeling language exists for instructional designers. This session will introduce a new instructional modeling language (IML) in the realm of LOs and how to create their repositories to share knowledge among educators from kindergarten through higher education.

**271. D&D 46: Publishing in JAID**
*10:30 am to 11:30 am*
*Hyatt Regency - 3rd: Cosmopolitan D*
Facilitator:
***Darryl Draper***, *Old Dominion University*

**Publishing Instructional Design Best Practice: Publishing in JAID, the Journal of Applied Instructional Design** ***Wilhelmina Savenye***, Arizona State University; ***Don Robison***, Old Dominion

University; ***Kristin Elwood***, Arizona State University; ***Leslie Moller***, Walden University; ***Douglas Harvey***, The Richard Stockton College of New Jersey; ***Benjamin Erlandson***, Essential Complexity; ***Kristin Elwood***, Arizona State University

The Journal of Applied Instructional Design is a free and fully online journal, sponsored since 2010 by AECT. The Editor and staff of JAID will meet with authors, prospective authors, and prospective reviewers to discuss the history and value of the journal and how to publish their work in instructional design successfully in JAID.

**272. DDL - Experiential & Service Learning**
*10:30 am to 11:30 am*
*Hyatt Regency - 2nd: Regency C*
Facilitator:
***Sarah J. Huibregtse***, *Hubrex Designs*

**The Design of a Cognitive Apprenticeship to Facilitate Virtual Service-Learning Experiences** ***Jill Stefaniak***, Old Dominion University; ***Jennifer Maddrell***, Designers for Learning

This study was a part of a larger design-based research initiative aimed at improving instructional strategies for service-learning projects encompassing instructional designers with varied design backgrounds and experience. Participants included graduate students in instructional design and technology programs across the United States that were recruited to participant in a virtual service-learning project. This study examined how a cognitive apprenticeship framework was used to teach graduate instructional design students how to design web-based instruction.

**Technology Integration: Visionary Options for Digital Age Student Leadership Empowerment** ***Barbara Case Fedock***, University of Phoenix

Technological integration in online classrooms affects teaching and digital age students' learning outcomes. Though researchers conducted empirical studies focused on online facilitation and learners, few conducted and synthesized a literature review on the challenges of how student empowerment affects leadership development in the online classroom. This presentation includes the findings of a comprehensive literature review on challenges, barriers, and issues of online teacher leadership and the development of digital age student leaders.

**273. DDL - Mobile Technologies**
*10:30 am to 11:30 am*
*Hyatt Regency - 2nd: Regency E*

**Big Plans for Little Screens: Is yesterday's message design research relevant for tomorrow's mobile learning?** ***Thomas Royce Wilson***, Azusa Pacific University

The conversation surrounding mobile learning usually focuses on technology rather than on instructional design. However, mobile screens present challenges for instructional designers. Can we downsize course layouts without downsizing learning? What guidelines can help us design for smaller screens? See how Azusa Pacific University is drawing from classic instructional message design research to shape its mobile future. Download our Mobile Message Design Wizard that features research-based heuristics for optimizing learning in your handheld classroom.

**Mobile App Designed to Enhance Access to and Application of a Set of Online Learner Competencies: A project of the International Board of Standards for Training, Performance, and Instruction (ibstpi®)** ***Khusro Kidwai***, Northwestern University; ***Michael Beaudoin***, University of New England; ***Katsuaki Suzuki***, JSET Vice President, Kumamoto University

Concurrent with the 2013 publication release of The International Board of Standards for Training, Performance and Instruction's (ibstpis®) Online Learner Competencies (OLC) volume, a companion OLC App was designed. The OLC App assists online learners in self-assessing their level of competence with the 14 online learner competencies. During the presentation, ibstpi® directors will provide a background of the ibstpi® competency development process and describe the features and the process of designing the OLC app.

**274. DDL Panel Session: Leading & Managing E-Learning**
*10:30 am to 11:30 am*
*Hyatt Regency - 3rd: Cosmopolitan B*

**Leading and Managing e-Learning in Higher Education: A Discussion and Exchange** ***Anthony Pina***, Sullivan University System; ***Lauren Cifuentes***, Texas A&M University--Corpus Christi; ***Jason Huett***, University of West Georgia; ***Victoria Walker***, Purdue University

This panel discussion and exchange features experienced faculty, instructional designers and educational technologists who now lead distance education, instructional technology and/or teaching and learning excellence and innovation at their institutions. They will interact with each other and with the audience regarding the requirements, challenges, best practices and opportunities for those who lead and manage e-learning. This session is for those who may be interested in a leadership role over instructional technology and/or distance learning.

**275. GSA - Advice for the Job Hunt**
*10:30 am to 11:30 am*
*Hyatt Regency - 2: Concept CD*
Facilitator:
***Daisyane Barreto***, *University of Georgia*

Presenters:
***Megan Conners Murtaugh***, *Post University*
***Charles Hodges***, *Georgia Southern University*
***Tonia A. Dousay***, *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.

**276. LDC - Leadership Development from K-12 to Higher Education**
*10:30 am to 11:30 am*
*Hyatt Regency - 2nd: Regency F*
Facilitator:
***Wendy Gentry***, *Virginia Tech*
**AECT and the Next Generation: Mentoring Graduate Students Through Professional Organizations** ***John Curry***, Morehead State University; ***Chris Miller***, Morehead State University
This presentation details the experience of one Educational Technology program's efforts to use the Association of Educational Communications and Technology (AECT) as an integral part of the mentoring experience for its graduate students. Outlined is how the program has held the resident doctoral seminar at both the annual AECT conferences as well as at the Summer Leadership meetings.

**Characteristics of K-12 Technology Leaders 2.0: A Survey of School Administrators and Teachers in Indiana.** ***Thomas Edelberg***, Indiana University
This research proposal follows up Brush and Bannon's (1998) study that sought to reveal what K-12 school administrators considered the primary role(s) of technology leaders. The purpose of the future study is twofold: to compare survey results from current school administrators with the results in the 1998 study, and to compare results between current administrators and school teachers. An analysis of overall results would focus on what they seem to understand technology integration to be.

**277. MPD Panel-Community of Open Source, the Cheap: Free/Inexpensive Alternatives Open Source Video Games**
*10:30 am to 11:30 am*
*Hyatt Regency - 2: Theory A*
**Community of Open Source, the Cheap: Free/Inexpensive Alternatives Open Source Video Games** ***Yadi Ziaee***, Athens State University, Athens, AL.; ***Anthony Karl Betrus***, SUNY Potsdam; ***Edward Francis Schneider***, University of South Florida; ***Lenora Jean Justice***, Morehead State University; ***Scott Joseph Warren***, University of North Texas; ***Glenn Gordon Smith***, University of South Florida
For this year's AECT panel discussion, we discuss open-source video games. This presentation is sponsored by Multimedia Production Division (MPD) which focuses on various resources of free, Open Source, and/or Web-based alternative video games as form of unconventional educational resources readily available to diverse learners. The Members of this panel discussion will update attendees on various open source resources of educational and off-the-shelf video games as an alternative database created, made available to all learners.

**278. OT&P -Membership Meeting**
*10:30 am to 11:30 am*
*Hyatt Regency - 3rd: Studio 4*
Chair:
***Nancy B. Hastings***, *University of West Florida*

**279. RTD - E-Textbooks**
*10:30 am to 11:30 am*
*Hyatt Regency - 3rd: Discovery A*
Facilitator:
***Lina Metlevskiene***, *KSU*
**Do Instructor Annotations on E-Textbooks Improve Learning?** ***Serdar Abaci***, Indiana University; ***Anastasia S. Morrone***, Indiana University
Electronic textbooks are viable and relatively cheaper alternatives to paper textbooks. Their features such as search, shared notes and highlighting, ability to link to external multi-media resources make them potentially more powerful learning tools. This study investigated the effects of e-textbook instructor annotations on learner performance based on multiple-choice and open-ended questions. We will share our findings and discuss them in relation to existing literature. We will also present implications for learning in higher education.

**Undergraduate biology students' use and attitudes toward digital textbooks** ***Elena Novak***, Kent State University; ***Kerrie McDaniel***, Western Kentucky University; ***Jerry Daday***, Western Kentucky University
We explored undergraduate biology students' use and attitudes toward digital textbooks using the integrative theory of Motivation, Volition, and Performance (Keller, 2008). A total sample of 1,025 students completed an online questionnaire measuring their motivational and learning processes using e-texts and their preferences for e-texts compared to print materials. Motivational and cognitive factors explained 72% of the variation in student satisfaction. Implications for designing instructional strategies to support adoption of digital textbooks will be discussed.

**280. RTD - Problem-Based Learning**
*10:30 am to 11:30 am*
*Hyatt Regency - 3rd: Discovery B*
Facilitator:
***Amy Marie Grincewicz***, *Kent State University*

**Effectiveness of Computer-Based Scaffolding in Problem-Centered Instructional Models for STEM Education: Bayesian Meta-Analysis** ***Nam Ju Kim***, Utah State University; ***Brian Belland***, Utah State University; ***Andrew Walker***, Utah State University

Computer-based scaffolding (CBS) has been regarded as one of the most effective methods to improve K-12 students' learning performance in STEM education. CBS plays a pivotal role in improving higher order skills required for successful learning in the context of problem-centered instructional models. The purpose of this research is to synthesize results from studies, which demonstrated the effectiveness of computer-based scaffolding, through Bayesian meta-analysis. This can prove the more general and accurate effectiveness of CBS.

**Group and Individual inquiry in college science classrooms: Who benefits?** ***YunJeong (Eunice) Chang***, University of Georgia

This proposal reports a Category 1 Completed Study on how individual and group inquiry-based activities influence achievement among academically diverse students. We employed a mixed methods study involving 303 undergraduate, enrolled a required large Biology course. We examined differences in the extent to which group activities influenced on students' learning performance between higher and lower performers. The results indicated that some group-based activities positively influenced the achievement of higher performers but no group activities improved lower performers' learning achievement.

**281. SMT - Technology adoption and support**

*10:30 am to 11:30 am*

*Hyatt Regency - 3rd: Studio 2*

Facilitator:

***Tamera Hudnell***, *?*

**Barriers to Openness in K-12: Effects of District Size and Wealth on Open-Source Software Adoption** ***Royce Kimmons***, Brigham Young University

This study seeks to understand how district size and wealth factors influence K-12 adoption of open source online systems (e.g., CMS, LMS, SIS) and assumptions of democratization. By using web extraction techniques to collect all public school website data for K-12 districts in the target state (n=133) and merging this data set with public financial records, researchers quantitatively determined main effects of factors representing school district privilege upon open source adoption.

**WordPress and Moodle Updated: Open-Source Learning Management Systems in 2015** ***Elliot Jordan***, Indiana University

This practical session will provide Instructional Developers and Teachers with an updated overview of two leading open-source learning management platforms, WordPress and Moodle. Current LMS trends, rankings, comparisons, benefits, and problems will be shown with examples of both in a live demo. The flexibility, cost-savings, speed and ease of use of these two platforms are attractive reasons for teachers and instructional developers to consider using them and/or supplementing their current LMS with these.

**Avoiding Red Herrings: Technology Planning and Support that Matters** ***Gary Ackerman***, Rivendell Academy

Information technology is a dynamic and multidimensional aspect of schools. Frequently, stakeholders have disparate perspectives on its role in education. Combined with nebulous guidelines, this leads to decision-making perceived to be ineffective by faculty and students. This presentation describes technology planning practices that are organized by technology acceptance that have proven effective in educational populations.

**282. ST&C - Higher Education and Designing High-Performance Change**

*10:30 am to 11:30 am*

*Hyatt Regency - 2: Concept A*

Facilitator:

***Marcia L Ashbaugh***, *University of Illinois, ION-MVCR*

**Accelerating E-learning Development: From the Passenger to the Driver's Seat** ***Jeff Boehm***, Bath Spa University; ***Dana Ruggiero***, Bath Spa University; ***Susana Romans-Roca***, Bath Spa University; ***Neil Glen***, Bath Spa University

This session will cover the design and development of an online staff development module aimed at systemic change in higher education practices and developing educators for the future. For academics to transition from face-to-face lecturers to online learning facilitators, they must adopt new pedagogical approaches and challenge previous conceptions about delivery. Attendees will learn how we applied learning design ideas to our module and then join us in discussion about lessons learned and future ideas.

**Piecing Together The Puzzle Of Higher Education: Debundling Education with Digital Badges and Micro-courses for Customized, Competency-based Learning** ***William Watson***, Purdue University; ***Sunnie Watson***, Purdue University; ***Tim Newby***, Purdue University

This presentation examines the current challenges facing higher education and posits that a more customized paradigm of education is needed. Micro-courses comprised of digital badges are presented as a leverage point for transformation. A vision of an instructional structure comprised of digital badges, micro-courses and certificates is presented that offers

customized learning pathways, serving more diverse populations while supporting faculty and institutions and bridging the transition towards new paradigm approaches in higher education.

**283. Surveying the Educational Technology Landscape: Updates from the National Technology Leadership Summit (NTLS) and EduSummit**
*10:30 am to 11:30 am*
*Hyatt Regency - 2nd: Regency AB*
Chair:
***David A. Slykhuis***, *James Madison University*
Presenters:
***Jonathan M Spector***, *Department of Learning Technologies*
***Robert Maribe Branch***, *University of Georgia*
***Kay Persichitte***, *Univ of Wyoming*
Leaders in educational technology recently gathered in both Washington, DC at the National Technology Leadership Summit and in Bangkok Thailand for EduSummit. The presentation will summarize the findings and action items from both meetings showcasing the most recent issues and opportunities in educational technology.

**284. TED - Peers and Collaborative Environments in Teacher Education**
*10:30 am to 11:30 am*
*Hyatt Regency - 2: Concept B*
Facilitator:
***Fatih Ergulec***, *indiana university bloomington*
**The Impact of Platform and Student Perception of Peers in a Collaborative Peer-Editing Environment** ***Kalianne Lund Neumann***, University of Georgia; ***T J Kopcha***, University of Georgia
As the presence of technology increases in schools, educators are using collaborative technologies to improve the writing process. This study examines how students perceive their peers in a collaborative writing environment. Twenty-one middle school Language Arts students wrote persuasive letters and conducted peer-editing using comments in Google Docs, then reflected on the process in a written journal. Results indicate that a more respectful perception of the peer-editor corresponded with a positive change in student performance.

**Promoting Teacher Candidates' Critical Reflective Thinking Using Videos in an Online Collaborative Environment** ***Ying Wang Shen***, University of Northwestern - St. Paul
This presentation will report an ongoing study aiming to promote teacher candidates' critical reflection using videos in an online collaborative environment. Videos of exemplary teachers' use of interactive whiteboards are shared online to allow teacher candidates to add their reflective comments in texts, audio or video format. A three-level framework of critical reflection will be used to analyze data and test the hypothesis that the videos and online collaborative environment facilitate teacher candidates' critical reflection.

**285. TED - Teachers and Game Design Experiences**
*10:30 am to 11:30 am*
*Hyatt Regency - 2: Theory B*
Facilitator:
***Jesse Strycker***, *East Carolina University*
**Teaching to Teach (with) Game-Design: Game-design and Learning (GDL) Workshops for Preservice Teachers** ***Mete Akcaoglu***, Georgia Southern University; ***Ugur Kale***, West Virginia University
We report findings from a case study of four pre-service teachers who attended a game-design workshop on using game-design activities for teaching purposes. Analysis of participants' post-workshop reflections (n = 6) and lesson plans indicated their growing realization of the intricacies of using game-design in actual classroom context. The analysis also showed how their experiences with game-design varied, influenced by limitations imposed by their teaching context and personal technology competencies.

**The Effects of Game Design Experience on Teachers' Perceptions of Digital Games** ***Yun-Jo An***, University of West Georgia; ***Li Cao***, University of West Georgia
This study investigated how teachers' perceptions of digital games change after designing their own educational games. Both quantitative and qualitative data were collected from online surveys (pre- and post-surveys) and game design documents. Preliminary results showed that the game design experience had a positive influence on the participants' perceptions of digital games. After the game design experience, all participants believed that teachers should be involved in the process of educational game design.

**286. TED Panel: Discussion on Professional Development to Support Technology Integration**
*10:30 am to 11:30 am*
*Hyatt Regency - 2: Network*
Attendee:
***Taotao Long***, *The University of Tennessee Knoxville*
**Panel Discussion on Professional Development to Support Technology Integration** ***Drew Polly***, UNC-Charlotte; ***Anne Ottenbreit-Leftwich***, Indiana University; ***Clif Mims***, University of Memphis; ***Lee Daniels***, East TN State Univ; ***Kristin Brynteson***, Northern Illinois University; ***Brendan Calandra***, Georgia State University
Teacher professional development has been heralded as a way to support teachers' use of technology to transform teaching and learning. This PANEL presentation will feature a variety of descriptions of efforts to provide high-quality professional

development to teachers in an effort to support their integration of technology into their teaching. Following the presentation, session attendees will have the opportunities to discuss their own experiences and driving questions regarding professional development to support technology integration.

**287. AECT Past Presidents Lunch (Past AECT Presidents only)**
*11:45 am to 2:00 pm*
*Hyatt Regency - Eagles' Nest*

**288. CLT -Lunch & McJulian Lecture**
*11:45 am to 1:00 pm*
*Hyatt Regency - 3rd: Studio 6*
Chair:
***Peggy Ann Lumpkin***, *Young Harris College*
**Acculturation into a Collaborative Online Learning Environment** ***Iryna Ashby***, Purdue University; ***Victoria Walker***, Purdue University; ***Daeyeoul Lee***, Purdue University

Students in online learning environments undergo acculturation that challenge and often modify personal and social attributes and perceptions. Presenters will discuss such processes occurring within courses in an online graduate-level degree program during purposeful learning activities for peer feedback, designed to improve student work and establish the sense of community. Presenters will summarize attitudes and expectations from various stakeholders and offer practical recommendations for using peer feedback and community building activities in online courses.

**289. Committee: Leadership Development**
*11:45 am to 12:45 pm*
*Hyatt Regency - 3rd: Cosmopolitan B*
Chair:
***Cindy York***, *Northern Illinois University*

**290. D&D 15: k-12 school**
*11:45 am to 12:45 pm*
*Hyatt Regency - 3rd: Cosmopolitan A*
Facilitator:
***Constance Harris***, *George Mason University*
**Developing Integrated STEM Programs for Middle School Classrooms** ***Jessica M Harlan***, University of South Alabama; ***James P. Van Haneghan***, University of South Alabama; ***Melissa D Dean***, Mobile Area Education Foundation

This research proposal reports on the development of an inquiry-based, integrated-STEM program in middle school math and science classrooms in a large, urban school district. The presentation will discuss approaches to addressing challenges instructional designers face during the design and development of integrated-STEM curricula. These include the traditional division of middle school instruction by content area, the inadequacy of instructional design models focused on direct instruction, and resistance from those focused on high stakes testing.

**Designing Mobile Applications for Informal Science Learning Outdoors** ***Susan Land***; ***Heather Toomey Zimmerman***, Penn State University; ***Gi Woong Choi***, The Pennsylvania State University; ***Chrystal Maggiore***, The Pennsylvania State University; ***Brian J. Seely***, The Pennsylvania State University; ***Yong Ju Jung***, The Pennsylvania State University

This proposal reports on the design of a mobile application called Tree Investigators. Tree Investigators was designed to promote informal science learning through two primary strategies: (a) using technology to support scientific observations outdoors; and (b) capturing and articulating learner understanding through knowledge representation tools. Based on our empirical testing results with over 100 learners, we will present several design and research implications as well as details on our mobile learning environment design.

**291. D&D 32: Design Based Research**
*11:45 am to 12:45 pm*
*Hyatt Regency - 3rd: Cosmopolitan D*
Facilitator:
***Yvonne Earnshaw***, *Consultant*
**Failure-Based Learning Principles for Learning Systems Design: A Review of Theories and Implications for Design** ***Andrew Tawfik***, Concordia University Chicago; ***Hui Rong***, UGA; ***Ikseon Choi***, The University of Georgia

To date, many instructional systems are designed to support problem-solving. However, theories from various fields have discussed failure as a strategic way to engender learning. Although researchers suggest that failure is implicit in problem-solving, no models have discussed how to employ failure strategically within instructional design. Given this gap, we first present failure-based research from various theoretical frameworks and proffer a universal model of failure for design. Opportunities for future research is also discussed.

**Understanding case based reasoning through design-based research: Challenges and opportunities for scaffolded learning** ***Andrew Tawfik***, Concordia University Chicago; ***Matthew Schmidt***, University of Hawaii, Manoa

This presentation will describe an ongoing design-based research project that investigates the impact of questioning in conjunction with case libraries on the quality of students' understanding of a problem (represented as concept maps). Participants in randomly assigned treatment groups were presented

a dilemma-type problem case and tasked to create concept maps to visualize the problem. Mixed-methods were used to analyze the data. Findings will be presented along with lessons learned and directions for future research.

**292. D&D 33: Gaming/Simulation**
*11:45 am to 12:45 pm*
*Hyatt Regency - 3rd: Cosmopolitan C*
Facilitator:
***Nikisha Watson***, *Pasco-Hernando State College*

**Field-Testing Strategies to Improve the Integration of Virtual Patient Simulations into Medical School Curriculum** ***Atsusi 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. This session reports findings from a field test with 120 medical students, including data on students' reactions, learning, and transfer. Insights on improving the design and integration of the VPs, along with the process, theory, and tools used to create the VPs from various stakeholders will also be discussed.

**Game-Based Learning of Water Systems and Scientific Argumentation: A Case Stud** ***So Mi Kim***, School of Information Science and Learning Technologies; ***Joseph Griffin***, university of missouri; ***James M. Laffey***, university of missouri

This proposal reports case study results of Mission HydroSci, a 3-D, single-player game environment that supports middle school student learning of water systems and argumentation. The first prototype was built on model-based reasoning and self-explanation theories. We conducted a case study to get the initial understanding of student game and learning experience so as to extract key design implications. We discussed major findings and key implications

**293. D&D 36: Design Based Research**
*11:45 am to 12:45 pm*
*Hyatt Regency - 3rd: Studio 1*
Facilitator:
***Shauna Bona***, *O.C. Tanner*

**Green Flag, Crossed Flags, Checkered Flag: Move the Design Forward** ***John Baaki***

Like a NASCAR driver racing at the Brickyard 400, instructional designers maneuver their projects through constraints. Every design project has a green flag (beginning), crossed flags (middle), and checkered flag (end). This session explores: what effect does reflection-in-action have on keeping a design project moving forward toward implementation? The session has two pit stops. Pit stop #1 is an actual design experience while pit stop #2 explores connections between the experience and a research study.

**It's Hard, but Worth It: The Benefits and Challenges of Design-Based Learning** ***Teri Renee Wagner***, Virginia Tech; ***Katherine Cennamo***, Virginia Tech

This presentation reports the results of a qualitative research study that investigated how design-based learning can be used as a pedagogical strategy to foster students' skills in communication, collaboration, and critical thinking. Interview data were collected from fifteen 8th grade students and two teachers who participated in an 18-week long design project. The results identify what students and teachers who participated in the study perceived to be the benefits and challenges of design-based learning.

**294. DDL - Challenges in Course Development**
*11:45 am to 12:45 pm*
*Hyatt Regency - 2nd: Regency D*

**Accelerating through the Arts: Adapting Difficult Courses to the Online Track** ***Jeff Boehm, Dana Ruggiero, Susana Romans-Roca***, Bath Spa University

Think it can't be taught online? That is what 'they' said when faced with a proposal for adapting an integrated arts course to an online environment. This session will cover the construction of, and lessons learned from, the development of an online integrated arts course for an adult degree completion program. Through presentation and discussion, attendees will come away with ideas for constructing online courses for difficult subjects.

**Framework for Accessible Course Development in Online Learning** ***zerrin ondin***, Virginia Tech; ***Zeynep Ondin***, Virginia Tech; ***Larry Cox, II***, Virginia Tech University

The current study aims to develop a framework for higher education institutions to effectively design and develop accessible online courses. In order to achieve this end, real-life experiences of instructors, instructional designers, and managers were investigated and problems they have faced in terms of creating accessible learning environment were analyzed. While employing qualitative inquiry approach, this study aims to reveal challenges that higher education practitioners are facing and provide suggestions for an effective organizational structure.

**295. DDL - Online Faculty**
*11:45 am to 12:45 pm*
*Hyatt Regency - 2nd: Regency E*
Facilitator:
***Tonya Amankwatia***, *DeSales University*

**Bandura's Theory of Self-efficacy as a Predictor of College Professor's Perception of Integrating Synchronous Technology in Online Classes** ***Mofidul Islam***, University of West Florida

This quantitative research paper is investigating whether Albert Bandura's theory of self-efficacy could be a predictor of college professors' intention to incorporate synchronous technology in online learning environments. Related literature such as Bandura's theory of self-efficacy, human computer interaction, innovation diffusion process, and synchronous technology are presented. How a singular or combined effect of the components of Bandura's (1997) theory of self-efficacy can relate to faculty members' intentions to use technology is also explained.

**You Know It! Knowledge Surveys Help Instructors Calibrate Online Instructional Strategies** ***Hillary Kaplowitz***, California State University, Northridge

This presentation shares how the use of knowledge surveys can be adapted for faculty development that focuses on redesign of face-to-face courses for online and/or hybrid delivery. Knowledge surveys are often used as a student course activity that employs confidence judgments to promote self-reflection, metacognition and improve calibration. We will share the results of our implementation and use knowledge surveys during the presentation so attendees can experience the technique.

**296. GSA -Membership Meeting & Luncheon**
*11:45 am to 12:45 pm*
*Hyatt Regency - 2: Concept CD*
Chair:
***Jason A Engerman***, *Penn State University*

Join us for our annual GSA meeting and Luncheon! Meet our new GSA President, who will start their term during this session and hear about their 2015-2016 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 consider a leadership position for 2016-2017.

**297. Hong Kong AECT Affiliate Meeting**
*11:45 am to 12:45 pm*
*Hyatt Regency - 2nd: Regency F*
Facilitator:
***Allan Hoi-kau Yuen***, *The University of Hong Kong*

**Online Knowledge Sharing and Psychological Well-Being among Chinese College Students** ***Will W. K. Ma***, Hong Kong Shue Yan University; ***Chi-Keung Chan***, Hong Kong Shue Yan University

This survey study examined the relationship of online knowledge sharing and psychological well-being among undergraduate students in Hong Kong. Results showed that online knowledge sharing significantly predicted life satisfaction and flourishing as a measurement of psychological well-being though it only accounted for a limited variation.

**A Latent Class Analysis of Hong Kong Adolescents' Risky Online Behaviors** ***Chi-Keung Chan***, Hong Kong Shue Yan University; ***Allan Hoi-kau Yuen***, The University of Hong Kong; ***Wilfred W.F. Lau***, Chinese University of Hong Kong; ***Albert K. M. Chan***, The University of Hong Kong

This session highlights the key findings of a latent class analysis of risky online behaviors among 825 eighth graders in Hong Kong. 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.

**Predicting Teenagers' Internet Usage at Home** ***Allan Hoi-kau Yuen***, The University of Hong Kong; ***Wilfred W.F. Lau***, Chinese University of Hong Kong; ***Albert K. M. Chan***, The University of Hong Kong

This session presents findings of a survey reveal that the underlying dimensions of teenagers' Internet usage at home are 'learning and information search' and 'social media and entertainment'. It was found that teenagers' ICT literacy is the most dominant and fundamental determinant of their home Internet usage. Teacher ICT use is also a direct determinant.

**298. ICEM-Special Topic Panel Discussion [Orphan]**
*11:45 am to 12:15 pm*
*Hyatt Regency - 2: Theory A*

**Who am I? Quantified Self in related to Learning Analytics, Wearable and Mobile Technologies** ***Chih-Hsiung Tu***, Northern Arizona University; ***Richard Albert Cornell***, University of Central Florida; ***Robert Doyle***, Harvard University; ***Rick Shearer***, Penn State University; ***Cengiz Hakan AYDIN***, Anadolu University; ***JUI-LONG HUNG***, Boise State University; ***Cheng-Chang (Sam) Pan***, The University of Texas Rio Grande Valley; ***Brett Shelton***, Boise State University

Quantified Self is the phenomenon of consumers being able to closely track data that is relevant to their daily activities through the advanced technology. How and can the quantified self-movement to be applied to learning? This panel discussion intends to obtain better understanding of Quantified Self & its capacities, applications, challenges, issues, & risks.

**299. RTD - Student Engagement**
*11:45 am to 12:45 pm*
*Hyatt Regency - 3rd: Discovery B*
Facilitator:
***Royce Kimmons***, *Brigham Young University*

**Examining students' engagement under graded and non-graded learning conditions in a flipped class** ***Zhiru Sun***, The Ohio State University; ***Lin Lu***, The Ohio State University; ***Kui Xie***, The Ohio State University

Current learning analytics studies have been argued

for paying less attention on how and to what extent the learning conditions affect the learning engagement. The purpose of the present study was to investigate students' learning engagement in two learning conditions – graded and non-graded – in a flipped class, and further examine how self-efficacy would influence the engagement in these two conditions. The results showed that the engagement was significantly different in two conditions, and self-efficacy had significant impact on the engagement in the non-graded condition.

**Promoting students' engagement through creating a real-world context project** ***YunJeong (Eunice) Chang***, University of Georgia; ***Jasmine Choi***, The University of Georgia

A re-design of a project around an authentic theme is proposed and implemented to increase the level of engagement for college students in an undergraduate PBL course. The project, requested by real-world clients, enables students to pick a topic of their interest to work collaboratively, to increase levels of behavioral, cognitive, and emotional engagement.

**300. RTD - Student Learning I**
*11:45 am to 12:45 pm*
*Hyatt Regency - 3rd: Discovery A*
Facilitator:
***Jenny S Wakefield***, *University of North Texas*

**Levels of Reality: Effect of Presentation Formats on Middle Students' Ability to Pose Mathematical Problems** ***David Coffland***, Idaho State University; ***Ying Xie***, Northern Illinois University

This study examined the effect of three formats presenting a realistic situation on students' creativity in asking mathematical questions. A sample of 54 middle school students were divided into three groups and given a realistic situation in Artifact, Video, or Written format. The results for the fluency measures showed the Artifact group wrote more questions than the other groups. On the flexibility measure, the Video group wrote questions on more topics than the Artifact group.

**The Application of the Segmenting Principle: The Effects of Pause Time and Types in Instructional Animations** ***Sungwon Chung***, Fort Hays State University; ***Jongpil Cheon***, Texas Tech University; ***Cristina Diordieva***, Texas Tech University; ***Jue Wang***, Texas Tech University

This study examined the effects of pause time and types in instructional animations. A total of 170 college students were randomly assigned to one of the five different pause types (plain pause, passive reflection, active reflection, passive prediction, and active reflection) under either long or short pause time. The results showed that all groups with reflection and prediction activities outperformed the plain pause group in the multiple-choice recall test. Essay transfer test scores were greater with short pause time than long pause time, and were positively associated with word counts typed in the test. This study provides useful information to effectively apply the segmenting principle to an instructional animation.

**301. AECT - Shaping the Content of our Field's Next Research Handbook**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2nd: Regency D*

**AECT - Shaping the Content of our Field's Next Research Handbook** ***MJ Bishop***, AECT Board Member; ***Elizabeth Boling***, Indiana University; ***Jan Elen***, CIP&T, KULeuven; ***Vanessa Svihla***, University of New Mexico

Since 1996, The Handbook of Research on Educational Communications and Technology has become both a reflection of the current state of research in our field as well as a framework for shaping our future endeavors. In this session, editors of the Handbook's 5th edition will facilitate active discussion around what should be the organization and content of the volume due for publication in 2018-19.

Since 1996, The Handbook of Research on Educational Communications and Technology has become both a reflection of the current state of research in our field as well as a framework for shaping our future endeavors. In this session, editors of the Handbook's 5th edition will facilitate active discussion around what should be the organization and content of the volume due for publication in 2018-19.

**302. CLT -Membership Meeting**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Studio 6*
Chair:
***Peggy Ann Lumpkin***, *Young Harris College*

**303. Committee: Organization & By-Laws**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Outlook Boardroom*
Chair:
***T. Weston Miller***, *Earlham College*

**304. D&D -Awardee Presentations**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2nd: Regency AB*
Discussants:
***Dirk Ifenthaler***, *Curtin University*
***Gary J. Anglin***, *University of Kentucky*
***Michael Simonson***, *Nova Southeastern Univ.*
Facilitator:
***Ikseon Choi***, *The University of Georgia*

**Outstanding Journal Article Award** ***Min Kyu Kim***, Ohio State University; ***So Mi Kim***, School of

Information Science and Learning Technologies; ***Otto Khera***, University of Southern California; ***Joan Getman***, University of Southern California

The experience of three flipped classrooms in an urban university: An exploration of design principles. As a response to the call for technology enhanced, student-centered learning environments, the Flipped Classroom approach has drawn much attention from both the research and practice communities. However, despite over one and half decades of the application of the Flipped Classroom, design principles have been scarcely elaborated upon in relation to diverse contexts. Focusing on this gap, this study elaborated design principles based on a pilot project conducted at the University of Southern California (USC) located in urban Los Angeles, with three undergraduate flipped classroom instances: Engineering, humanities, and social studies. Each instance was explored in terms of the unique interpretation of "flipping a class" made by each instructor, their respective flipping strategies, and how the instructors used technologies to facilitate flipped classroom events according to their unique interpretations. We engaged in a mixed methods study to extract specific design principles. Three instructors and one hundred fifteen students enrolled in the three classes in fall 2012 participated in the study. Building on the Revised Community of Inquiry (COI) Framework, we developed a Flipped Classroom design framework with nine design principles that can be broadly applied to a typical undergraduate face-to-face course. Kim, M., Kim, S., Khera, O., & Getman, J. (2014). The experience of three flipped classrooms in an urban university: An exploration of design principles. The Internet and Higher Education, 22, 37-50. http://dx.doi.org/10.1016/j.iheduc.2014.04.003

**Robert M. Gagné Award for Graduate Student Research in Instructional Design *Manon Maitland Schladen***, Nova Southeastern University

Dissertation Title: Formative Research on an Instructional Design Theory for Virtual Patients in Clinical Education: A Pressure Ulcer Prevention Clinical Reasoning Case. (Dissertation Chair: Martha M. Snyder). Problem: Virtual patients offer an approach to rounding out new clinicians' learning that may be both effective and efficient, but the theories guiding the design of such instructional interventions are immature. Purpose: To develop an instructional design theory to guide the development of online, interactive virtual patient cases. Approach & Methods: Goal-Based Scenarios (GBS), an instructional theory incorporating methods to guide case-based learning, was chosen for refinement to support the design of virtual patients. Matt Lane, a 2-module, multimedia virtual patient, provided an instructional instance for application of post facto naturalistic case formative research methods. Procedure: The extent to which elements of GBS Instructional Design Theory were actually present in Matt Lane and what features of the instance were not accounted for in the theory were examined. Aspects of Matt Lane that worked and didn't work with learners were analyzed and used to identify refinements to GBS Theory to extend its usefulness for design of virtual patients. Conclusions & Recommendations: GBS methods provide effective guidance for virtual patient scenarios. The appeal of virtual patients lies in their ability to present authentic clinical encounters. The complexity inherent in reality is a threat to learning, however. A method such as the Simplifying Conditions Method from Reigeluth's Elaboration Theory, may be an appropriate refinement to GBS theory for virtual patients.

**Nova Southeastern University Award for Outstanding Practice by a Graduate Student in Instructional Design *Hengtao Tang***, SICET

"LITTLE" principle for a BIG MOOC design: A reflection of a practice-based MOOC design The presentation showcases the reflection of how to design a practice-based MOOC, Technology Applications in Education, on Canvas Network. The following highlights "LITTLE" principle that I proposed based on the course design. LITTLE Principle o Learner-Centered The purpose of this course is to improve K-12 educators' expertise of integrating educational technology into their teaching practice. The design constructs a learner-centered environment through enabling each learner to develop personal projects to address practical needs. Meanwhile, individualized instruction and mentorship is highlighted within the course for a world-wide audience. o Inquiry-based Based on K-12 educators' practical needs, the course empowers learners to construct a website for their online course so that they can directly apply in real-life teaching. Learners are provided a scenario embedded in their teaching practices. Through five modules, learners build a website from scratch and insert multiple components, such as multimedia projects and mobile elements, to address their practical needs. o Technology-enriched The course integrated multiple perspectives of emerging technologies, including mobile learning, digital badges, and multimedia products, to provide K-12 educators a technology-enriched learning environment. o Trophy-driven The course integrates game mechanics and uses trophies to motivate learners. Each of five modules is closely correlated in contents and will issue badges to qualified learners. The course has a meta-course badge, which required learners to collect all four sub-badges in previous modules. o Literature-guided Though addressing K-12 educators' technology practice, the course is guided by literature/theory. Before elaborating technological practice, learners will be equipped with related theory to promote their understanding of the content and further foster their technological practice. o Expertise-based The

assessment will be expertise-based. Learners post their assignments in the discussion forum so that all students and instructors will be able to evaluate their expertise of integrating technology into practice. All qualified learners will be issued a badge, which framed clarified rubrics for the project.

**305. D&D 07: Instructional Design Process**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Cosmopolitan D*
Facilitator:
***Michael M Grant***, *University of South Carolina*

**Essential Characteristics of Design Process in the Instructional Design Practices with Comparison to General Characteristics of Design Thinking in Different Design Fields** ***Zeynep Ondin***, Virginia Tech

This proposal reports a study on exploring differences and similarities of design process in Instructional Design practices with the general characteristics of design thinking in different design fields. Some researchers claim that instructional design field should reconsider its professional identity and practices in a way to reflect intuitive, rational, convergent and divergent design process. Therefore, this study investigates the nature of design process in instructional design by comparing it to essential features of design thinking.

**From Start to the Finish Line: Creating a Streamlined Online Course Development Process** ***Nikisha Watson***, Pasco-Hernando State College

This practice proposal reports on the implementation of an online course design and development process at a small-scale higher education institution. This process has created a collaborative online course design and development experience and produced over 90 interactive, engaging, and effective online courses to date. In this session, we discuss the cultural shift, related personnel and process modifications, and illustrations of our successes and challenges three years after implementation.

**306. D&D 35: Instructional Design Practice**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Cosmopolitan A*
Facilitator:
***Megan Conners Murtaugh***, *Post University*

**A Study of the Application of Theory to Design** ***Andrew Gibbons***, Brigham Young University; ***Matt Langton***, Brigham Young University

This paper demonstrates how a more direct application of theory to instructional designs is possible using design layer theory. A design layer is selected and theories relevant to that layer are identified by a survey of the literature. Design principles are abstracted from the theories capable of giving direct guidance to a designer. This analysis demonstrates that design layers can be used to provide a direct channel for the application of theoretical principles to designs.

**Instructional Designers Experience and their Instructional Design Practice** ***Shabana Figueroa***, Georgia Institute of Technology

This research proposal reports a qualitative study that examined the perceptions of 15 instructional designers about the relationship between their personal backgrounds and current instructional design (ID) process. Designers discussed the importance of specific characteristics and how they used these to alter their ID process. Study results showed designers used biological and cultural characteristics to add a non-ID perspective to their process, whereas they informed experiences directly in the way they approached their design work.

**307. D&D 39: Gaming/Simulation**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Cosmopolitan C*
Facilitator:
***Yu-Ju Lin***, *University of Georgia*

**A Multi-Player Online Simulated Driving Game with Adaptive Video Commentaries** ***Abdurrahman Arslanyilmaz***, Youngstown State University; ***Andrew Smiles***, Youngstown State University; ***Kelly M Barhorst***, Youngstown State University

This session will showcase a game-based, multi-user, online, simulated training (GMOST) program designed and developed to improve hazard perception skills. Also, an empirical study reporting the effectiveness of GMOST on young drivers' hazard perception skills, specifically on reacting to hazards, and scanning the roads for potential hazards will be reported. Finally, the effects of video commentaries on hazard perception skills, and the types of hazards that are more prone to these effects will be demonstrated.

**Students' Opinions and Perceptions About a Gamified Online Course: A Qualitative Study** ***Tugce Aldemir***, Middle East Technical University; ***Goknur Kaplan Akilli***, Middle East Technical University

This research reports on an effective practice of instructional design and development utilizing an innovative instructional design, namely, gamification. The study is a qualitative research that aims to examine students' opinions and perceptions about an online course. The course was redesigned using a gamification theoretical framework entitled D6 and applied to 110 sophomores for 14 weeks. The results of the study may shed light for further studies in gamification integration into instructional design and development.

**308. D&D 40: Distance Education**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Studio 1*

Facilitator:
***Yvonne Earnshaw***, *Consultant*

**Issues and Instructional Strategies for Designing Successful Online courses** ***Mansureh Kebritchi***, University of Phoenix; ***Angie Lipschuetz***, University of Phoenix

Many components of teaching and learning need to be changed in online education. Empirical studies were conducted for examining issues for developing online courses. However, few studies have synthesized the previously conducted studies, provided a combined overview on issues in delivering online courses, and compare them with the current issues in a large higher education institution. This presentation provides an overview about issues and strategies for developing online courses in a higher education institution.

**e-Learning Maturity Model: The Implementation of an Assessment Protocol to Examine the Maturity of e-Learning Practices at the Institutional and Programmatic Levels** ***Darryl Draper***, Old Dominion University; ***Anne Mendenhall***, Church of Jesus Christ of Latter-day Saints; ***Elizabeth Barrie***, University of Nevada, Las Vegas

This phase two practice proposal examines 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 activities. The intent of this research is two-fold; examine the 'maturity' level of e-learning practices to develop a roadmap for success, and the protocol used in the implementation of the assessment.

**309. DDL -Membership Meeting**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2nd: Regency C*
Chair:
***Anthony Pina***, *Sullivan University System*

**310. FRS - Professional Development (RTD)**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2nd: Regency F*
Facilitator:
***Jill Stefaniak***, *Old Dominion University*

**Investigating Faculty Technology Mentoring as a Professional Development Approach** ***Evrim Baran***, Middle East Technical University

This multiple case study aimed to investigate the adoption of technology integration into faculty's teaching practice during the implementation of a university wide faculty technology mentoring program. The analysis of 24 mentor (graduate students) and mentee (faculty members) reflections, weekly blog posts, case reports, and interviews revealed critical mentoring strategies and success factors that can be considered for designing faculty learning experiences and professional development programs in higher education institutions.

**311. GSA - Designing for Playful Learning**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2: Concept CD*
Facilitator:
***Jason A Engerman***, *Penn State University*
Presenters:
***Ty Hollett***, *Pennsylvania State University*
***Jeremiah Isaac Holden***, *University of Colorado Denver*
***Jennifer Lynn Weible***, *Penn State University*
***Tonia A. Dousay***, *University of Wyoming*

Discussion that concerns how to design for engagement within and across settings, the affordance (and limitation) of various media, and how to design for playfulness when working with different learners and objectives. I believe the work that you are doing will fit well within this agenda and provide an engaging discussion on the possibilities of Playful Learning. This invited panel, would primarily engage the future instructional designers, learning designers,.. etc in graduate students, but may prove to build discussion on cutting edge and innovative practices for the future of the field.

**312. INTL - Turkish Teachers' Practice and Attitude: Open Educational Resources and Mobile Devices**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Studio 4*
Facilitator:
***Cengiz Hakan AYDIN***, *Anadolu University*

**Are Teachers too Nomophobic to Teach? : A Case from Turkey** ***Caglar Yildirim***, Iowa State University; ***Evren SUMUER***, Kocaeli University; ***Omer Faruk ISLIM***, Middle East Technical University; ***Soner YILDIRIM***, Middle East Technical University

This paper discusses a new challenge emerging from the introduction of smartphones to our lives - nomophobia. Nomophobia, or no-mobile-phone phobia, refers to "the fear of being out of mobile phone contact" (SecurEnvoy, 2012, para. 1). It refers to the feelings of discomfort or anxiety when being out of reach of mobile phones or smartphones. Given the widespread adoption of smartphones in Turkey, the purpose of this study was to investigate Turkish teachers` smartphone use, the degree to which they behave as nomophobic, and the factors impacting their nomophobic behaviors.

**Turkish Teachers' Awareness and Perceptions of Open Educational Resources** ***Ozgur Ozdemir***, Indiana University; ***Curtis J. Bonk***, Indiana University; ***Ismail Tonbuloglu***, Yildiz Technical University

When teaching students, teachers are encouraged to utilize diverse course materials to develop better

learning opportunities for students. Emergence of the Open Educational Resources (OER) movement provides teachers a powerful support to fulfill their needs in terms of reaching various educational materials and benefit from the colleagues' ideas with the minimum cost. This study is designated to explore Turkish teachers' awareness and perceptions of Open Educational Resource.

**313. LDC - AECT Leadership Pathways: Exploring Roles and Opportunities for Engagement**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Cosmopolitan B*
Facilitator:
***Eugene Kowch***, *University of Calgary - Faculty of Ed*
**AECT Leadership Pathways: Exploring Roles and Opportunities for Engagement** ***Wendy Gentry***, Virginia Tech; ***Barbara Lockee***, Virginia Tech; ***Robert Doyle***, Harvard University; ***Chris Miller***, Morehead State University; ***Charles Hodges***, Georgia Southern University; ***Jennifer Banas***, Northeastern Illnois University

Are you interested in pursuing leadership opportunities in AECT but unsure where to begin or what to expect? Join AECT leaders as they share the variety of leadership opportunities available within the organization. Attendees will gain a better understanding of the pathways and benefits of taking on leadership roles and the multitude of efforts that go on behind the scenes.

**314. MPD Panel-Open, Free or Cheap; Alternatives to Big Name Software Packages**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2: Theory A*
**Open, Free or Cheap: Alternatives to Big Name Software Packages** ***John Curry***, Morehead State University; ***Anthony Karl Betrus***, SUNY Potsdam; ***Scott Joseph Warren***, University of North Texas

For the past two years, members of this panel presented on free, Open Source, and/or Web 2.0 alternatives to multimedia development software packages. This presentation is a final follow-up to those sessions session. Members of the panel will update attendees on the state of the database created and maintained over the last two years, identify their favorite alternatives, and introduce a new web-based interface where users can add to or search the database of tools.

**315. MPD-Multimedia Learning: Tools and Applications**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2: Concept B*
Facilitator:
***Quincy Conley***, *Boise State University*
**Learning to Develop Instructional Apps** ***Kenneth Luterbach***, East Carolina University

To learn how to develop instructional apps, first become aware of the tools. Note that some app development tools are designed for learners with no prior computer programming experience. Second, learn how to include text, images, audio, and video in the app. Third, learn how to implement interactive features, which will enable learners to practice. In this session, we will create instructional apps as we proceed through those three steps.

**Creating an Intentional Web Presence: Strategies for Educational Technology Professionals** ***Patrick Lowenthal***, Boise State University; ***Joanna Dunlap***, University of Colorado Denver; ***Patricia Stitson***, University of Colorado Denver

Educational technology professionals must be digitally literate. Part of this involves effectively managing one's web presence. In this presentation, we will argue that educational technology professionals need to practice what they preach by attending to their web presence. We will share strategies for crafting the components of a vibrant and dynamic professional web presence such as creating a personal website, engaging in social networking, contributing and sharing resources/artifacts, and attending to search engine optimization (SEO).

**316. OT&P-Division Rebranding**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Studio 5*
Facilitator:
***Shahron Williams van Rooij***, *George Mason University*
**Evolution of a Division - Rebranding the Division of Organizational Training and Performance** ***Jennifer Bauman***, Quicken Loans; ***Nancy B. Hastings***, University of West Florida; ***Holley Handley Langille***, University of West Florida

Members of the Division of Organizational Training and Performance's Re-branding Committee will discuss the process they went through to re-brand the division and share thoughts on re-branding the division. Discussion will include insights on their perception of the division before and after the re-branding efforts, along with their thoughts on how to continue to grow the division.

**317. RTD - Research Publication I**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Discovery B*
Facilitator:
***Rob Nyland***, *Brigham Young University*
**Analysis of Conversations Regarding Trending Educational Technology Topics across Scholarly Research, Trade Journals, and Social Media** ***Susan Stansberry***, Oklahoma State University; ***Scott Haselwood***, Oklahoma State University; ***Kristi Dickey***, Oklahoma State University; ***Michelle A. Robertson***,

Oklahoma State University; ***Jason Linsenmeyer***, Oklahoma State University; ***Cates Schwark***, Oklahoma State University; ***Margi Stone Cooper***, Oklahoma State University; ***Ying Xiu***, Oklahoma State University

To effectively bridge educational technology research and practice, it is helpful to monitor similarities and differences in formal and informal conversations. How different are the conversations in peer-reviewed journals from those on Twitter? Are the same people participating? Do they care about the same issues? The purpose of this study is to analyze current conversations about ten trending educational technology topics across scholarly research, trade journals, and social media.

**What Are We Talking About? An Analysis of the Last Decade of Research Published in Major Journals in Our Field** ***Rick West***, Brigham Young University; ***Robert Bodily***, Brigham Young University; ***Christina Catron***, Brigham Young University; ***James Christensen***, Brigham Young University; ***Christian Faulconer***, Brigham Young University; ***Shiloh Howland***, Brigham Young University; ***Steven S Christensen***, Brigham Young University; ***Jackson Isiko***, Brigham Young University; ***Brian Jones***, Brigham Young University; ***Troy Martin***, Brigham Young University; ***Ben D Nielsen***, Brigham Young University; ***Casey D. Wright***, Brigham Young University

This panel will consist of four groups presenting their analysis of the main topics, authors, and methodologies over the last decade in four academic journals in our field. In our panel discussion we will first present the findings from each of the journals, then engage in a discussion about overall trends. This year's symposium is the next installment in this well received series of presentations, and we share findings on a new set of journals.

**318. RTD - Student Learning III**

*1:00 pm to 2:00 pm*

*Hyatt Regency - 3rd: Discovery A*

Facilitator:

***E-Ling Hsiao***, *Valdosta State University*

**Measuring Effectiveness of Instructional Games and Simulations** ***Rodney D. Myers***, Independent Scholar; ***Ted Frick***, Indiana University

This study extends ongoing research on the use of Analysis of Patterns in Time (APT) for game-based learning analytics. APT is used to analyze each learner's evolving strategies over multiple sessions of playing the online Diffusion Simulation Game by comparing their decisions with optimal strategies based on diffusion of innovations theory. We then use APT for summative assessment by averaging the probabilities of patterns for all learners in the sample to identify common trends.

**An Expert Facilitator's Use of Social Congruence, Cognitive Congruence, and Expertise in a Case-Based Instructional Design Course** ***Sunnie Watson***, Purdue University; ***Adrie Koehler***, Purdue University; ***WooRi Kim***, Purdue University; ***Rudy Rico***, Purdue University; ***William Watson***, Purdue University; ***Peg Ertmer***, Purdue University

This study explored the role and strategies of an expert facilitator in an online advanced instructional design course that utilized a case-based learning (CBL) approach. An experienced CBL facilitator was interviewed, and her facilitation strategies were analyzed and coded to identify how she utilized social congruence, cognitive congruence, and expertise strategies to promote student learning. Results provide insights into CBL facilitation strategies in an online context.

**319. SMT - Wearables and haptic interfaces in K-12 classsrooms**

*1:00 pm to 2:00 pm*

*Hyatt Regency - 3rd: Studio 2*

Facilitator:

***Dennis Beck***, *University of Arkansas*

**"Touch" to Learn: A systematic literature review of Touch User Interface (TUI) design in educational practices from 2004 to 2014** ***Diana Wu***, Virginia Tech; ***Ji Hyun Yu***, Virginia Tech; ***Xiaoyan Ma***

Touch user interface (TUI) is increasingly popular key feature of digitally-mediated learning environments. The present study reviews 62 papers about TUI design in educational programs to identify the factors influencing multi-touch interactions for learning and teaching and to establish TUI design principles for digital learning activities.

**Using Digital Media to Improve Classroom Instruction** ***Derrick Mears***, University of Arkansas

This presentation will discuss the preliminary results of a study to investigate the use of Google Glass as a medium for improving teacher practice. The focus of this pilot investigation was to explore using the audio/video functions of Glass and other technology mediums for improving teacher to student dialogue via peer and self-analysis. Future investigations will also be discussed including methodology to investigate variables related teacher interactions and classroom management.

**Using Wearable Technology to Support and Measure the Effects of Physical Activity on Educational Persistence** ***Suzanne Y Ensmann***, Indian River State College

Research shows that there is a direct correlation between the betterment of health and wellness and

improved grades (Thompson, 2014). This study makes the deduction that student persistence (to completion) is a secondary result of the betterment of health and wellness leading to those improved grades. This pilot proposes to provide students with wearable technologies and analytics as a means to monitor and improve their physical activity in order to improve educational persistence and grades.

**320. ST&C - Be in the Lead by Driving the Change**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2: Concept A*
Facilitator:
***Minkyoung Kim***, *Indiana University*

**Putting a Stake in the Ground: Institutionalizing a University and School Partnership *Beth Rajan Sockman***, East Stroudsburg University of Pennsylvania; ***Grant Rauch***, Americorps VISTA; ***Zhaoyuan Guo***, East Stroudsburg University of Pennsylvania

Innovations have a record of dissipating after a grant-funded initiative culminates; public policy has changed or is substituted with another new trend. However, if an innovation is worth continuing, it should be sustained. This research study reports on the way an initiative that was initially grant-funded comes to be institutionalized through the use of sustainability dimensions and feedback-based systems thinking in order to create a "win-win" partnership between a university and local elementary school.

**Toward a Peri-Instructional Design Tradition in Education *Elizabeth Brott Beese***, Purdue University

This presentation makes a case for the necessity of creating a dedicated space in our field for peri-instructional design: that is, the purposeful design of systems around instruction which help to support and manage instruction. I will claim that a major barrier to systemic change in education is the lack of a rigorous research and design tradition for peri-instructional systems. Towards this end, the presentation will also explore promising directions for developing such a rigorous design tradition in our field.

**321. TED - Educational Games and Gamification**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 3rd: Studio 3*
Facilitator:
***Christine Sorensen***, *University of Hawaii at Manoa*

**Using Educational Computer Games in the Classroom: Science Teachers' Attitudes, Perceptions, Readiness, and Support Needs *Yun-Jo An***, University of West Georgia; ***Linda Haynes***, University of West Georgia; ***Adriana d'Alba***, University of West Georgia

This study investigated science teachers' attitudes toward and perceptions of educational computer games as well as their readiness and support needs. An online survey was used to collect data. 111 science teachers participated in the survey. The majority of the participants had positive attitudes toward the use of educational computer games in the classroom. However, only 30% reported that they were willing to use educational computer games in their classroom right away.

**The Gamification of Mobile Learning Evaluated by the RETAIN Model *Glenda A. Gunter***, University of Central Florida; ***Laurie O. Campbell***, University of Central Florida; ***Robert F Kenny***, Florida Gulf Coast University

The RETAIN model is a game design and evaluation model for serious games. With the increasing use of tablets and smartphones there has been growth in serious games for mobile devices. Using the RETAIN model and rubric, several serious mobile games application were analyzed for the effectiveness of knowledge transfer. Teachers' perceptions from several teacher education programs in the United States regarding analyzing mobile serious game applications, gamification, and the results of their evaluation has been analyzed and results will be discussed.

**322. TED - Supporting and Improving Teacher Technology Use**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2: Theory B*
Facilitator:
***Ya-Huei Lu***, *Indiana University*

**Web 2.0 Tools Supporting Beginning Teachers in an Online Environment *Tasneem Anwar***, University of Minnesota

This study explores how the Teacher Induction Network (TIN)- an online mentoring program for beginning STEM teachers addresses the challenges of developing online communities and provides subject-specific professional development. This research indicates the potential affordances of integrating web 2.0 tools like videoANT, Flipgrid,online discussion forum and reflective journal to promote reflective practices of beginning teachers. The integration of multimodal web 2.0 tools represents a promising practice for teacher educators.

**Improving Teachers' Technological Pedagogical Content Knowledge through Digital Content Evaluation *Kui Xie***, The Ohio State University; ***Sheng-Lun Cheng***, The Ohio State University

The present study reported a professional development intervention where teachers were trained about how to evaluate digital content and technologies. 158 in-service teachers participated in this project. Both correlation and regression results revealed the significant role of self-efficacy on TPACK. With a

professional development program focusing on digital content evaluation, teachers can improve not only their self-efficacy and competency in digital content evaluation, but also can improve their technological, pedagogical, and content knowledge.

**323. TED - Technology Cases and Service Learning in Pre-Service Teacher Preparation**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2nd: Regency E*
Facilitator:
***Jason Siko***, *Grand Valley State University*

**Integrating Technology-Enhanced Cases into a Teaching Methods Course: A Teacher Educator's Experience** ***Sungwon Shin***, Indiana University; ***Thomas Brush***, Indiana University; ***John Saye***, Auburn University

This presentation reports a case study of a teacher educator's experience in integrating technology-enhanced cases in a methods course. Observational, interview, and artifact data were collected. Findings indicate that the instructor primarily used the questioning strategy to provide a metacognitive guide and attempted to link case-based learning experience with other course experiences rather than use the cases independently. Recommendations will be made for teacher educators and educational technology researchers.

**Design Judgments in Redesigning a Service-Learning Project in a Standalone Educational Technology Course** ***Xiaokai Jia***, Indiana University; ***Anne Ottenbreit-Leftwich***, Indiana University

This study documented the designing judgments in the redesigning of a service-learning project in a standalone Educational Technology course in a Midwestern university. Class observation notes, instructor reflection, focus group discussions, and students' case artifacts are used to examine the key elements of designing project-based service-learning experience in the technology integration preparation context. In the presentation, data collected systematically will be shared with the audience, followed by the discussion of designing consideration in diverse contexts.

**324. TED Camp - Dissemination Technologies and their Potential Uses in the Classroom and other Educational Settings**
*1:00 pm to 2:00 pm*
*Hyatt Regency - 2: Network*
Facilitator:
***Kristin Brynteson***, *Northern Illinois University*

**Dissemination Technologies and their Potential Uses in the Classroom and other Educational Settings** ***Jesse Strycker***, East Carolina University

TED CAMP - Ad-hoc wireless networks, NFC technologies, and dead drops. Each represents a different way that teachers and teacher educators can interact and share resources with their colleagues and students. This session will demonstrate examples of each technology, have attendees experiment with each technology, and host an open discussion about the use and practicality of these technologies in the classroom.

**325. CLT -New Board of Directors Meeting**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Studio 6*
Chair:
***Peggy Ann Lumpkin***, *Young Harris College*

**326. CLT - Formal and Informal Learning**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Studio 3*
Facilitator:
***Miguel Lara***, *California State University Monterey Bay*

**Peer-Led Hackathon: An intense learning experience** ***Miguel Lara***, California State University Monterey Bay; ***Eric Tao***, California State University Monterey Bay

This study explored the types of learning experiences occurred in a three-day hackathon, reasons for participating, and essential characteristics of a hackathon to be successful. Data has been collected for three years in an annual hackathon. Participants include over 100 students from a university and a community college in California. Data includes surveys and interviews. While hackathons mainly involve learning coding and programming, we suggest the possibility of implementing similar activities in other fields.

**The Future of Work: What Google Shows Us about the Present and Future of Online Collaboration** ***Christina Moore***, Oakland University

Careers in "knowledge work" require organizational structures and identities with adept online collaboration, but research shows a disconnect between the technology and collaboration students use in school and that which is intrinsic to their work contexts. This presentation reviews predictions on the future of work, poses Google as a model for collaborative technology and culture within this future, and applies these collaborative culture elements to higher education learning technologies, activities, and class cultures.

**Experiencing Informal Learning Spaces** ***Ko Un Choi***, The Pennsylvania State University; ***Michael M Rook***, The Pennsylvania State University; ***Scott P McDonald***, The Pennsylvania State University

This study explores lived experiences of people using an informal learning space and focuses on capturing the impact of the learning environment on how people behave. The interviews with participants will inform the common behaviors they engage in while in the

space, and how these behaviors are contextually situated. This study will provide implications on the future design of learning spaces on university campuses, and also inform research in other informal and designed learning spaces.

Explore learning outside of traditional settings

**327. CLT - Technology and the Next Generation**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Studio 4*

**Teaching the next generation: Pedagogical and legal implications of social media** ***Jin Mao***, Wilkes University; ***Kyle L. Peck***, Pennsylvania State University; ***Anthony Liuzzo***, Wilkes University; ***Dean Dyer***, Jefferson Community College

In this session, the presenters will discuss the trends in social media use in education with a focus on the pedagogical and legal implications of social media in teaching the next generation. They will explore issues, policies, and strategies for developing tomorrow's socially-connected educational environments not only from the research and classroom teaching perspectives, but also from the angle of leading schools, innovations, and changes in the digital age.

**The Impact of Flipped Classroom on Students' Achievements** ***Zeynep Turan***, Ataturk Üniversity; ***Yuksel Goktas***, Ataturk University

The purpose of this study is to determine the impact of Flipped Classroom on student achievement scores. This study was conducted as a quasi-experimental study. The data was collected from 116 university students. Academic achievement test was used as data collection tool. This study was conducted for 10 weeks. The results of this study showed that the experimental group is more successful than the control group.

**Toward Culturally Responsive STEM Instruction in Urban STEM Instructional Contexts: A Conceptual Model** ***Tashera Bolds***, Syracuse University

Combining an understanding of urban culture with principles of the instructional sciences allows for the instructional transformation of STEM learning environments within urban contexts. A conceptual model amalgamating ideas presented within various frameworks, namely critical race theory, principles of STEM instruction, problem based learning, and attribution theory, may be the innovation necessary for creating effective and culturally responsive STEM instruction, resulting in positive STEM experiences for urban youth and their subsequent cultivation of STEM identities.

**328. D&D 03: Flipped Classroom**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Cosmopolitan D*
Facilitator:
***Yu-Ju Lin***, *University of Georgia*

**Don't Flip the Classroom – Rotate It!** ***Kelly Elander***, Harding University

The expression "flip the classroom" has become pervasive in educational circles; yet perhaps the classroom should not always be flipped. This presentation will discuss a blended learning approach (classroom & LMS) used for teaching a university course comprised of both learner-centered and instructor-centered elements, constructivist and objectivist instructional techniques. Attention will also be given to how this particular blended learning approach was chosen, implemented, and the process used to transform an existing course.

**Effective Pedagogy in a Flipped Classroom** ***Minkyoung Kim***, Indiana University; ***Eulho Jung***, Indiana University; ***Amaury de Siqueira***, Indiana University; ***Lesa Huber***, 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 this study is to explore what type of learning activities in the lab of the flipped classroom are perceived to be most effective in achievement of desired course competencies. Employing a case study using mixed method approach, this research identifies effective pedagogy in facilitating a flipped classroom.

**329. D&D 21: Assessment**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Studio 1*
Facilitator:
***Doug Wilson***, *Penn State University*

**A Proposed Typology of Micro-Credentials in Education** ***Andrew Barrett***, Indiana University; ***Rodney D. Myers***, Independent Scholar

Micro-credentials such as OpenBadges, nanodegrees, and independently created digital certificates are gaining traction in both formal and informal educational contexts. Creators of micro-credentials face numerous design decisions but lack key information on how these choices could impact learning and motivation. Micro-credential focused research is hindered by the absence of clear terms that distinguish among different models. Consequently, a typology of micro-credentials is proposed to help establish a common nomenclature for use among researchers and practitioners.

**Design and Implementation of Peer Assessment with Autonomy Support in an Undergraduate Course** ***jiangmei yuan***, the university of georgia; ***ChanMin Kim***

In this presentation, we will present a peer assessment website called PAAS (Peer Assessment with Autonomy Support), in which students' autonomy is supported while participating in peer assessment

activities. We will also report a quasi-experimental study implementing PAAS in an undergraduate course. Students' sense of autonomy, and behavioral, emotional, and cognitive engagement were examined. Data analysis results show that students in the experimental group experienced a higher sense of autonomy than the control group. However, there was no statistically significant difference between the two groups in behavioral, emotional, and cognitive engagement.

**330. D&D 45: Active Learning and Mentoring Strategies**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Cosmopolitan C*
Facilitator:
***Anne Mendenhall***, *Church of Jesus Christ of Latter-day Saints*

**Mentoring Graduate Students in Instructional Design and Technology: What We Learned from PacifiCorp D&D Mentoring** ***Juhong Christie Liu***, James Madison University; ***Dan Schuch***, PacifiCorp; ***Tom Hergert***, St. Cloud State University; ***Shauna Bona***, O.C. Tanner

This concurrent panel presentation will address the mentoring component of the AECT PacifiCorp Design and Development Project, its history, and the effects on both mentors and mentees. The presenters will discuss the mentoring relationship between active professionals in the field and graduate students. Building on the limited literature regarding this type of mentoring (Moak & Walker, 2014), we expect to prompt discussion with the audience, toward creating a PacifiCorp D&D Cross-institutional Mentoring Model.

**Active Learning Strategies to Stimulate Knowledge Integration in a Large Pharmacy Course** ***Dan Cernusca***, North Dakota State University; ***Wendy Brown***, North Dakota State University

This paper will analyze the implementation of an active learning strategy geared toward the gap between successful students' performance on multiple choices clicker questions and their application to a given case study. The decision was to redesign one three-week module with the highest potential to address the identified gap in students' learning. A combination of blended learning and flipped classroom strategies was used. The analysis of student performance showed a beneficial impact of active learning.

**331. D&D Panel Session (5)**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Cosmopolitan B*
Facilitator:
***Karen Kaminski***, *Colorado State University*

**Program Evaluation Challenges for a New Trans-disciplinary Degree Program with an Exploratory Curriculum Plan** ***Marisa Exter***, Purdue University; ***Mark Shaurette***, Purdue University; ***Richard Dionne***, Purdue University; ***Jeffrey Evans***, Purdue Univeristy

This panel discussion will describe the experiences of the members of an evaluation team for a new trans-disciplinary degree program, and the program designers/faculty members who were both evaluated, and primary recipients of the formative evaluation data. We will discuss challenges in designing and developing an evaluation process for a program still under development, and how the evaluation data were received and used by the program faculty.

**332. DDL - Digital Tools**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2nd: Regency E*
Facilitator:
***Sylvia Rogers***, *University of South Alabama*

**Using Digital Tools to Enhance Community of Inquiry in an Online Class** ***Sang Joon Lee***, Mississippi State University; ***Kun Huang***, Mississippi State University

Using the Community of Inquiry (CoI) model as a theoretical lens, this study examined the design, teaching and outcomes of an online course enhanced with digital tools. Quantitative data revealed that students perceived high levels of cognitive, social and teaching presences in the course. Qualitative data offered insights into students' learning experience. The implementation and findings of this study provide implications for the implementation of CoI with the support of appropriate digital tools.

**Designing an Off-Task Detector in Distance Learning Systems** ***Wanli Xing***, University of Missouri-Columbia; ***Sean Goggins***, University of Missouri-Columbia

This paper describes a novel machine learning model which automatically detects students' off-task behavior as students are interacting with a learning system, ASSISTments, based solely on log file data. We first operationalize social cognitive theory to introduce new variables. These new variables further work as the feature vector data for a K-means clustering algorithm in order to quantify students' different behavioral characteristics. This quantified variable representing student behavior type expands the feature space and contributes to the improvement of the various model performance compared with only time- and performance-related features. In addition, an advanced Hidden Naïve Bayes (HNB) algorithm is coded for off-task behavior detection and show the best performance compared with traditional modeling techniques.

**333. DDL - Evaluation by Students**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2nd: Regency F*

**Design and utilization of students' reflections for program evaluation** ***Diana Wu***, Virginia Tech

Few studies had been conducted on using students'

reflections in e-portfolios for program evaluation in higher education. The purpose of this study was to introduce design of reflective activities in an online master's program and examine how students' reflections can be used as a mechanism for program evaluation. This study employed a qualitative content analysis method. Seventy students' reflections in their e-portfolios of an online master's program were collected. Three types of reflections in e-portfolios have been reviewed and analyzed.

**Quality Matters (QM)-for-Students: Teaching students to design and evaluate high quality online classes** ***Sheri Stover***, Wright State University

Quality Matters (QM) is an internationally recognized organization that provides leadership in quality assurance for online classes. The QM rubric may only be used by faculty and staff employed by QM subscribing organizations. QM has recently created a new QM-for-Students workshop. This presentation will give an overview of how an instructor designed one of her Instructional Design courses to include the new QM-for-Student workshop and the reactions of the students.

**334. DDL - Managing Collaborative Learning**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2nd: Regency D*
Facilitator:
***Julaine Fowlin***, *Holy Names University*

**Working Together While Apart: Creating and Managing Group Work Online** ***Lujean Baab***, Virginia Tech; ***M. Aaron Bond***, Virginia Tech

While important, requiring students to collaborate on project based learning in small groups online impedes flexibility and raises issues of level of contribution, grading, etc. These projects are difficult to design, manage, and assess. Still, group work can arguably be the best response to those skeptical of distance learning with regard to issues of authentication of student contribution and cheating. This presentation offers strategies and practices to create and manage group work in online courses.

**Purposeful Group Assignment Strategy and Team Building in Online Graduate Courses** ***Funda Ergulec***, Indiana University; ***Janet Zydney***, University of Cincinnati

The purpose of this study is to explore students' experiences in collaborating in two online graduate courses to gain an understanding of effective grouping and team-building strategies in online environments. Instructors grouped students in this study using a purposeful group assignment strategy and provided team-building exercises to help create productive teams. Discussion records, team projects, biweekly reflections, student interviews, and instructors' reflections were analyzed qualitatively to determine ways to enhance the grouping and team-building strategies.

**335. DDL - Self-Regulated Learning**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2nd: Regency C*
Facilitator:
***Yu-Chun Kuo***, *Rowan University*

**Effects of Perceived and Actual Regulation of Learning on Learning Outcome** ***Yoshiko Goda***, Kumamoto University

The purposes of this longitudinal study were to analyze relationships between perceived and actual regulation of learning in e-Learning and to investigate their effects on learning outcomes. Ninety-two Japanese undergraduate students participated in this study. Their perceived and actual regulation of learning through two semesters were recorded and compared with their standardized test scores as learning outcomes.

**Collaborative Online Learning, Peer Feedback, and Self-Regulated Learning** ***Victoria Walker***, Purdue University; ***Daeyeoul Lee***, Purdue University; ***Iryna Ashby***, Purdue University

The presenters will discuss the results of a case study examining the impact of self-regulatory reflection components and peer feedback tools, on both the collaborative peer feedback activities in an online distance education course and the self-regulatory behaviors and attitudes of the students. Based on the student and instructor surveys, the presenters will summarize the attitudes and expectations of the stakeholders and offer practical recommendations on the design similar activities for online distance education courses.

**336. DDL Panel Session: Collaboration & Service Learning**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2: Network*

**Collaboration in a Multi-Institutional E-Service Learning Project: Reflections and Future Directions** ***Yvonne Earnshaw***, Consultant; ***Jason A Engerman***, Penn State University; ***Wendy Gentry***, Virginia Tech; ***Paige Hale***, Morehead State University; ***Jennifer Maddrell***, Designers for Learning; ***Monica Rysavy***, The Pennsylvania State University; ***Ji Hyun Yu***, Virginia Tech

Students and faculty from over 14 instructional design programs collaborated on the creation of open educational resources for adult basic education as part of a multi-institution e-service learning project. A panel including project facilitators, faculty advisors, and an e-service learner will discuss the design, development, and implementation of the 100% virtual learning environment. The discussion will also include the partnership with the Graduate Student Assembly of AECT, ideas for refinement, and avenues for further

research.

**337. GSA - Building your CV: From Doc Student to Tenure-Track Faculty or Industry Professional**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2: Concept CD*
Facilitator:
***Larry Cox, II***, *Virginia Tech University*
Presenters:
***Rick West***, *Brigham Young University*
***Fethi A. Inan***, *Texas Tech University*
***Jennifer Bauman***, *Quicken Loans*
***Deborah L. Anthony***, *Hewlett Packard*
Chance favors the prepared mind. Graduate students are confused whether they have done 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 picture a rewarding career.

**338. ICEM - Annual Graduate Student Panel Discussion**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2: Theory A*
Facilitator:
***Chih-Hsiung Tu***, *Northern Arizona University*
**Quantified Self & Learning Analytics: Why should I Care?** ***Chih-Hsiung Tu***, Northern Arizona University; ***Marina S. McIsaac***, Arizona State University; ***Richard Albert Cornell***, University of Central Florida; ***Robert Doyle***, Harvard University; ***Cheng-Chang (Sam) Pan***, The University of Texas Rio Grande Valley; ***Hsin-Te Yeh***, Metropolitan State University of Denver
ICEM-USA's 8th annual graduate student panel discussion is a collaborative session to provide graduate students from all over the world a platform to share their research and practices in emerging technologies. Quantified Self and Learning Analytics has been selected as the key discussion topic for AECT 2015. Graduate students in educational technology are frequently the earliest adopters of learning technologies. Their ideas, perceptions, applications, practices, and research are valuable to share with academic communities to shed light on Quantified Self and Learning Analytics. Four to six student panelists will be selected from all over the world. A facilitator and four commentators, who are ICEM-USA professional members, will comprise this panel discussion.

Presenters:
***lin zhong***, *The University of Southern Mississippi*
***Robert Bodily***, *Brigham Young University*
***Curtis Henrie***, *Brigham Young University*
***Jeffrey Thayne***, *Utah State University*
***Matt McCoin***, *Oklahoma State University*
***Joshua Michael Rosenberg***, *Michigan State University*

**339. INTL - Instructional Technology Faculty Job Search: What Every International Student Needs to Know**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Studio 5*
Facilitator:
***Danilo M. Baylen***, *University of West Georgia*
**Instructional Technology Faculty Job Search: What Every International Student Needs to Know** ***Danilo M. Baylen***, University of West Georgia; ***Szu-Yueh Justine Chien***, UGA; ***Seungoh Paek***, University of Hawaii at Manoa; ***Enilda Romero-Hall***, University of Tampa; ***Ayesha Sadaf***, Ball State University
This proposed panel session brings together instructional technology faculty members (originating from Pakistan, Panama, Philippines, South Korea and Taiwan) who were former international students in American universities. The panelists 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.

**340. MPD -Membership Meeting**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2: Concept B*
Chair:
***Scott Joseph Warren***, *University of North Texas*

**341. Presidential: Walking in Their Footsteps (or High Heels): AECT Women Discuss the Influence of the Women who Paved the Way**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2nd: Regency AB*
Facilitator:
***Marcy P. Driscoll***, *Florida State University*
Presenters:
***Ana Donaldson***, *University of Northern Iowa - Retired*
***Sharon Smaldino***, *Northern Illinois University*
***Mary Herring***, *University of Northern Iowa*
***Lara M. Luetkehans***, *Indiana University of PA*
***Kay Persichitte***, *Univ of Wyoming*
***Tonia A. Dousay***, *University of Wyoming*
***Linda L. Mellish***, *East Carolina University*
Leaders in the field are often influenced by the mentors and individuals who faced the challenges of the past. In a professional world that has a tradition of the "good old boy" network, women have long fought for recognition in the field. A group of women discuss the women in their own lives who have made the difference for them within AECT and in the profession. We urge other AECT members to also come and share their own stories.

**342. RTD - Learning Analytics**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 3rd: Discovery A*

Facilitator:

***Eric M. Stauffer***, *Virginia Polytechnic Institute and State University*

**Accelerating Learning with Analytics: Using Transaction Level Data to Identify Student Misconceptions** ***Rob Nyland***, Brigham Young University; ***Randall Davies***, BYU; ***John Chapman***, Brigham Young University; ***Gove Allen***, Brigham Young University

Learning Analytics has the possibility of providing instructors with information regarding common misconceptions amongst their students. However, in order to identify these misconceptions, a special type of data is required (transaction level data). In this session, we will discuss ongoing research with an Intro to Excel class that collects such data. We will discuss our findings as well as future plans to use data mining algorithms to process and visualize patterns in the data.

**Readiness for Learning Analytics of Higher Education Institutions** ***Dirk Ifenthaler***, Curtin University

This proposal reports a Category 1 Completed Study on the current state of learning analytics in higher education and helps to identify challenges and barriers for applying learning analytics. The findings of a survey study indicate that the majority of participants see the benefits of learning analytics from a summative, real-time and predictive perspective. However, institutions clearly lack staff and technological capabilities to implement valid learning analytics frameworks.

**343. RTD - Research Publication II**

*2:15 pm to 3:15 pm*

*Hyatt Regency - 3rd: Discovery B*

Facilitator:

***Patrick Lowenthal***, *Boise State University*

**Publishing in Research Journals: Editors' Advice on Participating in the Research Conversation** ***Vanessa Dennen***, Florida State University; ***MJ Bishop***, AECT Board Member; ***Elizabeth Boling***, Indiana University; ***Charles Hodges***, Georgia Southern University; ***Tristan Johnson***, Northeastern University; ***Michael Simonson***, Nova Southeastern Univ.; ***Jonathan M Spector***, Department of Learning Technologies

This session, led by the editors of six journals, focuses issues related to participating in scholarship via publishing in and reviewing for journals. The session will begin with an overview of the mission and scope of each editor's journal. Topics covered include submissions do's and don'ts, the publication process from the editor perspective, responding to reviewer feedback, writing a useful manuscript review and proposing special issues.

**344. SMT - Gaming in the K-12 classroom**

*2:15 pm to 3:15 pm*

*Hyatt Regency - 3rd: Studio 2*

Facilitator:

***Dennis Beck***, *University of Arkansas*

**Games and Simulations: A Potential Future for Assessment** ***DeAnna L Proctor***, Morehead State University; ***Lenora Jean Justice***, Morehead State University

Assessment in P-12 education is a term that is sometimes loathed and, if at all possible, ignored; however, games and simulations are designed inherently as assessment tools that can provide quantitative and qualitative results of student progress. This session will address the components of games and simulations that meet assessment requirements. Additionally, research supporting the idea that achievement can be assessed in a fun and exciting environment for P-12 students will also be covered.

**Environmental Literacy Game for 8th Grade** ***Belen Garcia***, Purdue University

The purpose of the study is to analyze the effects that a computer game has on the environmental literacy of 8th grade middle school students. Environmental literacy is described as the combination of knowledge, attitude, skills and behavior required for sustainable life. The research design of the study is based on a pre and post-test to investigate the students' level of environmental literacy using the survey: Children's Environmental Attitude and Knowledge Scale (CHEAKS).

**Integrating Mind Games into Language and Mathematics Courses: A Case Study** ***Turgay Demirel***, Ataturk University, Turkey; ***Turkan Karakus***, Ataturk University; ***Engin Kursun***, Ataturk University; ***Esra Metin***, Ataturk University, Turkey

The aim of this study is to investigate the effectiveness of the mind games regarding engagement and learning which was integrated to language and mathematics courses. This is a descriptive case study in which participants were 24 sixth grade primary school students and 2 teachers. Results indicate that students have learned subject matters with fun. Teachers recommended some practical guides regarding the implementation.

**345. ST&C - Know the Terrain and Read Signs for Transformation**

*2:15 pm to 3:15 pm*

*Hyatt Regency - 2: Concept A*

Facilitator:

***Kenneth W. Prest***, *K W Prest & Associates*

**Educology for Systemic Change** ***Ted Frick***, Indiana University; ***Kenneth Thompson***, System Predictive Technologies

Systemic change typically means modifying a whole education system, in contrast to piecemeal change, that

is, just parts of a system. Just what does this mean? Educology can help us better understand systemic change. Educology is knowledge about education. Educology can help us consider changes which are predicted to succeed. This contrasts with approaches where there is a specific agenda to transform education systems, such as to learner-centered ones or to charter schools.

**346. TED - Technology Use and Supervision During Field Experiences**
*2:15 pm to 3:15 pm*
*Hyatt Regency - 2: Theory B*
Facilitator:
***Xiaokai Jia***, *Indiana University*

**Bringing the Field to the Supervisor: Innovation in Distance Supervision for Field-Based Experiences Using Mobile Technologies** ***Matthew Schmidt***, University of Hawaii, Manoa; ***Ashley MacSuga-Gage***, University of Florida

This presentation summarizes the design, development, and evaluation of a mobile distance supervision system for teacher interns in their field-based teaching experiences. Developed as a part of a 325T grant project for improving teacher education, the system streams video of teachers in rural classrooms using mobile devices equipped with a variety of peripheral devices. Evaluation findings from a pilot implementation of the system will be presented along with lessons learned and suggestions for future improvements.

**Student Teachers' Use of Technology: A Experience Sampling Approach** ***Theresa Cullen***, University of Oklahoma

Student teachers (n=51) in a one to one iPad program were asked to reflect using Experience Sampling Method (ESM) on their use of technology in the classroom. Student teachers also completed summative reflections and class discussions. Students tended toward teacher-focused uses of technology and were frustrated by their inability to use technology due to infrastructure or cooperating teacher beliefs about technology. Ideas for improved support will be discussed.

**347. CLT - Utility and Fairness in Diverse Contexts**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Studio 3*
Facilitator:
***Allan Hoi-kau Yuen***, *The University of Hong Kong*

**Digital Equity in Education: A Case Study of Primary School Students in Hong Kong** ***Allan Hoi-kau Yuen***, The University of Hong Kong; ***Miaoting Cheng***, The University of Hong Kong

This presentation focuses on a case study of 10 primary school students in Hong Kong. The study aims to explore the digital equity in education through the investigation of students' experience in using digital technologies in school and at home. Findings reveal a clustering of themes and patterns on usage, family culture, and school culture. It also reveals the importance of family culture influencing students' usage and skills. Implications of the findings are discussed.

**Does school context matter: Technology integration barriers in charter schools** ***Olgun Sadik***, Indiana University; ***Cesur Dagli***, Indiana University; ***Funda Ergulec***, Indiana University

Charter schools started as a reform to establish an alternative to public school system and aimed to provide more effective, innovative and accountable education to minority and disadvantaged students. This study explored charter school teachers' concerns about technology integration barriers. Document and questionnaire data were collected from 10 charter schools from 236 teachers in the Midwest. The findings suggested variations due to contextual differences between public and charter schools.

**Mental Health Mobile Apps in Counselor Education: Mixed Methods Research Guided by Technology Acceptance Theories** ***Marlene L East***, The University of West Florida; ***Byron Havard***, University of West Florida

Mental health mobile apps (MHMAs) offer new forms of psychoeducation and interventions and as such, have implications for pedagogy and practice. Presented will be a mixed methods dissertation study in which technology acceptance and innovation diffusion theories were applied to an investigation of MHMAs in counselor education. Findings are relevant for instructors, conference planners, and app developers. Highlighted will be evidence-based MHMAs, the research findings, and strategies for infusing apps into pedagogy and practice.

**348. D&D 26: Virtual Learning Environments**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Studio 1*
Facilitator:
***Karen Kaminski***, *Colorado State University*

**Developing an automated data collection mechanism in Second Life** ***Young-Jin Lee***; ***Joseph E. Donnelly***, University of Kansas Medical Center; ***Debra Sullivan***, University of Kansas Medical Center

This session will present an automated data collection mechanism that allowed health education researchers to better understand how people learn weight management skills in Second Life. The developed data collection mechanism, which involves recording what people do as they interact with virtual learning objects in Second Life, and saving the captured information

in a secure Web-based database, demonstrates an innovative way to investigate how people learn in a virtual learning environment without interrupting their learning processes.

**Exploring the Effects of Cognitive Flexibility and Contextual Interference on Learners' Performance in a Simulated Environment** ***Rinki Suryavanshi***, Florida State University - Instructional Systems; ***Aubteen Darabi***, 4623-C University Center, LSI

Computer-based simulations are commonly used to train learners when it is exceptionally expensive or very unsafe to practice the skill in the actual situation. The purpose of this study is to determine if cognitive flexibility and contextual interference have an effect on learners' performance in a simulated environment. The students' performance in a complex cognitive task serves as a measure of learning. Simulation software is be used to conduct the study and measure participants learning performance connection with their cognitive flexibility and systematic contextual interference.

**349. DDL - Online Student Satisfaction**

*3:30 pm to 4:30 pm*

*Hyatt Regency - 2nd: Regency D*

Facilitator:

***Juhong Christie Liu***, *James Madison University*

**Exploring Best Practices for Online Education in the Science, Technology, Engineering, and Mathematics (STEM) Fields** ***Baiyun Chen***, University of Central Florida; ***Wendy Howard***, Instructional Designer; ***Kathleen Bastedo***, Instructional Designer; ***Lori Walters***, Assistant Professor

The purpose of this research study was to examine the best practices that currently exist in online education in the science, technology, engineering, and mathematics (STEM) fields. Results from the student survey and instructor interviews indicated that both students and instructors favored using short videos to illustrate complicated concepts and the instructor-student interactions strongly influenced students' satisfaction level. These findings may enable educators to provide richer learning in these challenging online STEM courses.

**Literature Review on Factors of Successful Online Learning from Learners' Perspectives** ***Zhichun Liu***, Florida State University

Although, online education has been gaining popularity recently and various distance learning forms are changing many people's way to learn, low retention rate in online learning and negative feelings experienced by online learners troubles education practitioner for a very long time. This literature review focus on the factors that predict successful online learning from learners' perspectives. Two major categories of online learning evaluation methods and two major categories of successful online learning factors were investigated, synthesized. The relationships between factors and implications to both practitioners and learners were also discussed in this review.

**350. DDL - Social Media Use and Effects**

*3:30 pm to 4:30 pm*

*Hyatt Regency - 2nd: Regency C*

**A Survey of Social Media Use and the Effects of a Social Media Initiative on Graduate Student Engagement** ***Rohit Mehta***, Michigan State University; ***Joshua Michael Rosenberg***, Michigan State University; ***Tracy Russo***, Michigan State University; ***Brian J Arnold***, Michigan State University; ***holly Marich***, mich; ***Social Media Council***, Michigan State University

Social media presents an opportunity to enhance students' engagement, especially considering the proliferation of online and hybrid (partially-online) graduate degree programs. We investigated students' social media use and engagement through a survey of the members of one graduate school program. Our findings provide an initial portrait that can guide institutional social media initiatives and can also serve as the foundation for further development of measures and analyses of graduate student social media use.

**Evaluation of Edmodo as a Social Learning Platform: Results of the Pilot Study** ***ibrahim hakki bulut***, Middle East Technical University; ***Omer Delialioglu***, Middle East Technical University

The study investigates the critical success factors predicting the adoption of social learning platforms, and the relationship between those critical factors, perceived achievement of students and the social and learning engagement of students as the members of online learning community. Factors affecting the use of Edmodo are investigated for developing a new model of technology adaptation.

**351. DDL - Virtual Science Labs**

*3:30 pm to 4:30 pm*

*Hyatt Regency - 2nd: Regency E*

**Virtual Science Labs in Cyber Charter Schools: Representing Inquiry for Students** ***Victoria Rose Raish***, Pennsylvania State University

Cyber charter schools serve as a vehicle for K-12 schools to race 'into the future'. This session is focused on virtual science labs and their representation of inquiry for students enrolled in cyber charter schools. By gaining the perspective of cyber charter science teachers on their views of inquiry and using literature on inquiry, the virtual labs are thoroughly analyzed and assessed on their representation of scientific inquiry for students.

**Teaching and Learning with Virtual Science Labs:**

**Efficacy and Outcomes** ***James R. Brinson***, Center for Science Education, Indiana State University

This is the first comprehensive analysis of post-2005 empirical research that focuses on direct comparison of learning outcome achievement using non-traditional virtual lab (NTL) and traditional hands-on (TL) lab participants as experimental groups. Findings suggest that most students demonstrate higher or equal learning outcome achievement in NTL versus TL across all learning outcome categories. It also offers a comprehensive standardized categorization model (KIPPAS) for laboratory learning outcomes that accommodates TL, NTL, and all scientific disciplines.

**352. FRS - E-Learner Profiling (DDL)**

*3:30 pm to 4:30 pm*

*Hyatt Regency - 2nd: Regency F*

Facilitator:

***Cheryl Murphy***, *University of Arkansas*

**Using two-step cluster analysis in learner profiling to better serve elearning learners: A customer/student perspective** ***Cheng-Chang (Sam) Pan***, The University of Texas Rio Grande Valley; ***Stephen Sivo***, University of Central Florida; ***Francisco Garcia***, University of Texas at Brownsville; ***Clair Goldsmith***, University of Texas at Brownsville

Profiling elearning students is a common practice in the field. It carries good intention. Which learner group requires more attention of the university administration in optimizing resources and creating incentives resulting into a social outcome that is efficient and makes all concerned parties better off? Results suggested that the learners who perceive high in university's CMS support, instructor instructional and communicational use of CMS, and affinity for technology may deserve better attention of the management.

**353. GSA - 3MT Competition Finals**

*3:30 pm to 4:30 pm*

*Hyatt Regency - 2: Concept CD*

Facilitator:

***Eunbae Lee***, *Georgia Southern University*

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 colleagues! Judges: Ana Donaldson, Michael Grant, Gayle Davidson-Shivers, David Merrill, David Wiley, Ji-Yeon Lee Final Round MC: Abbie Brown Video Recording: Wendy Gentry, WIll Fox, Dwame Ansong-Gyimah, ALicia Johnson, Clarissa Stiles

**354. INTL - International Forum: Global Learning Network**

*3:30 pm to 4:30 pm*

*Hyatt Regency - 3rd: Studio 5*

Facilitator:

***Chih-Hsiung Tu***, *Northern Arizona University*

**International Forum: Global Learning Network** ***Chih-Hsiung Tu***, Northern Arizona University

The International Division invites the outstanding researchers and scholars from all over the world. This presentation facilitates presenters and audiences networking and seeking for cross countries/cultures research, and collaborations. The theme for this year is cross cultural online communication and global learning community. Comparison of the Support Services of the Open Education Institutions in Turkey - Irem Aydin-Menderis Pedagogical Support Provided by the Third-Party Private Institutions for Open and Distance Learners in Turkey - Hilal Yildiz Impact of Open Education on Learners' Work Performance: Investigation of the Finance Department Graduates' Perceptions - Canatay Hacikoylu Readiness of Turkish Erasmus Students for Online Courses - Eda Kaypak

Presenters:

***Irem Aydin-Menderis***, *Anadolu University*
***Hilal Yildiz***, *Anadolu University*
***Canatay Hacikoylu***, *Anadolu University*
***Eda Kaypak***, *Anadolu University*

**355. IVLA - Teaching and Integrating Visual and Media Literacy for All**

*3:30 pm to 4:30 pm*

*Hyatt Regency - 2: Theory A*

Facilitator:

***Rebecca D Hunt***, *Northern Illinois University*

**Teaching and Integrating Visual and Media Literacy for All** ***Danilo M. Baylen***, University of West Georgia; ***Tonia A. Dousay***, University of Wyoming; ***Darryl Draper***, Old Dominion University; ***Adriana d'Alba***, University of West Georgia; ***Elizabeth Anderson***, Northern Illinois University

This session will describe and discuss multiple practices involving the teaching and integrating visual and media literacy (VML) activities across contexts. Session presenters will describe and discuss examples demonstrating strong connections between VML theory and practice that support curricular integration in K-12 through higher education learning environments. Finally, the session 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.

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on how to use and integrate tools/resources to promote literacy at all levels with differentiated levels of guidance.

**356. KSET - Smart learning environments**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2: Theory B*
Facilitator:
***Nari Kim***, *University of Wisconsin, Oshkosh*

**Application of Smart Support System for Creative Problem Solving: Case Study of Art and Design Courses** ***Cheolil Lim***, Seoul National University; ***Sungwook Kim***, Seoul National University; ***Hyeongjong Han***, Seoul National University; ***Seungil Seo***, Seoul National University; ***Songlee Han***, Seoul National University

The purpose of this study is to examine the applicability of S3CPS (Smart Support System for Creative Problem Solving) in the classroom as activities for creativity. S3CPS is an online system developed to support student's creative problem solving skills using the CPS model. S3CPS was used for two college courses' offline activities and instructional design strategies were developed. Strengths, weaknesses, and suggestions for refinements of the system and instructional strategies with it were analyzed from the students' responses and feedback.

**The Application of Mobile Inquiry-based Learning for Teacher Education** ***Nari Kim***, University of Wisconsin, Oshkosh; ***Paul Kim***, Stanford University

This study aimed to investigate how to apply mobile inquiry-based learning strategies to enhance pre-service teachers' learning experience. In a mobile inquiry-based learning environment, pre-service teachers revisited materials, reconstructed their thoughts related to prior learning experience, and deepened their understanding. The research results showed that pre-service teachers could learn best when they discovered and unpacked contents in mobile inquiry-based learning both in their roles as college students and future K-12 teachers.

**A Structural Comparison On Interpersonal Intelligence, Social Presence, and Topic Interest of Elementary Students Using a Cooperative Digital Kinect Game** ***Myunghee Kang***, Ewha Womans University; ***Sooyoung Lee***, Ewha Womans University; ***Jee-Eun Jang***, Ewha Womans University

This research aims to investigate the effects of the games on various educational outcome areas. Cooperative digital Kinect games were developed and implemented. 215 fifth-grade students in Korea participated in this research for 5weeks. Learners in the experimental group which applied the cooperative digital Kinect game were shown to perceive social presence as well as topic interest higher than learners in the control group. There was statistically significant difference in only path coefficient of topic interest in the social presence. Based on the findings, this study makes recommend guidelines of designing and implementing of cooperative digital Kinect games in a classroom. Keywords: Kinect game, game-based learning, cooperative learning, social presence, topic interest, Interpersonal Intelligence

**357. MPD-Interactive Learning Environment Reflections of Professionals**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2: Concept B*
Facilitator:
***Nikisha Watson***, *Pasco-Hernando State College*

**Reflecting with a Virtual Expert in the Here and Now Mobile Learning Environment** ***Florence Martin***, University of North Carolina at Charlotte; ***Jeff Ertzberger***, UNCW

Mobile devices provide opportunity for learners to participate in reflective activities while being situated in the learning context. This study examined the effects of here and now mobile learning on student achievement and attitude based on different types of reflection (no reflection, self-guided reflection and reflection with virtual expert) by 103 students enrolled in a teacher preparation program. The implications of the findings will be discussed for those designing and implementing mobile based learning.

**Transmedia play to teach computer literacy, global thinking, and rudimentary instructional design: Instructors reflect on teaching with Broken Window** ***Scott Joseph Warren***, University of North Texas; ***Dennis Beck***, University of Arkansas

There is evidence that video games can promote an inquiry-based and dynamic form of lifelong learning. For example, video games have been shown to support problem-solving processes, developing critical thinking skills, and foster the communication skills necessary for civic engagement. This study examined how scholarship is informed through problem based learning (PBL) and game play of an alternate reality game (AltRG). We examined instructor practices in an undergraduate course as a means of identifying those elements of the learning environment that inform the Scholarship of Teaching and Learning. Qualitative results are discussed in light of how large enrollment undergraduate courses can be designed to better promote cognitive engagement with academic literacy.

**358. OT&P-Instructional Design and Communities of Practice**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Studio 4*
Facilitator:
***Holley Handley Langille***, *University of West Florida*

**Informal Learning is Business as Usual: A Survey of Instructional Design and Performance Improvement Practitioners** ***Alison Moore***, Florida State University; ***James Klein***, Florida State University

Although most workplace learning occurs informally, instructional design and performance improvement (ID/PI) professionals often focus their attention on formal interventions such as training. This presentation will report on a research study that examined the perception and use of informal learning strategies among ID/PI practitioners. Results of this study may have implications for both researchers of informal workplace learning and managers of ID/PI teams in organizations.

**Using a Backchannel to Build a Community of Practice in a Professional Development** ***Lenora Jean Justice***, Morehead State University

Backchannel communication in conferences, class lectures, and in the workplace are beginning to be valued as creating a community of practice among participants. The backchannel platform Edmodo was used in two pre-conference professional developments that included educators from all levels. This session will highlight the pros and cons of using a backchannel in a professional development setting as well as the correlation between participant demographic data and the amount and types of backchannel communications.

**Exploration of Factors That Contribute to Instructional Designers' Work Decisions** ***Kaye Rabel***, Old Dominion University; ***Jill Stefaniak***, Old Dominion University

The purpose of this study was to explore factors related to instructional designers' decisions to work in full-time or contract positions. Several factors were revealed that can help instructional design students make informed post-graduation work decisions. These factors may inform research which facilitates the development of an instructional designer work style inventory to further help students to determine suitability and preferences for full-time positions or contract assignments.

**359. Presidential: Educational Technology and Instructional Design in East Asia: New Academic Programs and New Career Opportunities**

*3:30 pm to 4:30 pm*

*Hyatt Regency - 2nd: Regency AB*

Discussant:

***Robert Reiser***, *Florida State University*

Facilitator:

***Ana Donaldson***, *University of Northern Iowa - Retired*

Presenters:

***Meifeng Liu***, *Beijing Normal University*

***Inwoo Park***, *Korea University*

***Katsuaki Suzuki***, *JSET Vice President, Kumamoto University*

In East Asia, many of the programs in the field of educational technology have placed a strong emphasis on teacher training and media production skills. However, in recent years in East Asia, a variety of career opportunities in the business world have become available for graduates of educational technology programs who possess strong skills in the areas of instructional design and performance improvement. In light of these opportunities, a number of graduate programs have been developed or redesigned so as to provide graduates with the skills they will need in order to succeed as instructional design professionals in the business world. During this presentation the academic leaders of three such programs, in China, Japan, and South Korea, will describe their programs in terms of the courses that are taught, the innovative instructional methods that are employed, the skills students are expected to acquire, and the types of jobs graduates are obtaining, particularly in the business community. Those who attend the session will gain fresh insights into the expanding field of educational technology and instructional design in East Asia.

**360. RTD - Gaming**

*3:30 pm to 4:30 pm*

*Hyatt Regency - 3rd: Discovery A*

Facilitator:

***E-Ling Hsiao***, *Valdosta State University*

**Mobile Gaming, Girls' Empowerment and Developing Nations: A Civic Engagement Project During Egypt's Transitional Democracy** ***Hannah R. Gerber***, Sam Houston State University; ***Luis Gaitan***, Sam Houston State University; ***Theresa Bodon***, Sam Houston State University; ***Slimane Aboulkacem***, Sam Houston State University; ***Nancy Votteler***, Sam Houston State University

Our pro-social mobile game, Litter Leader, teaches youth about recycling issues inherent in developing nations. The data for this study relied upon snowball sampling of 20 Egyptian youth enrolled in private International schools and public Islamic national schools. Drawing upon pre/post interviews, observational data, and focus groups, we posit that mobile games adopted by youth in informal settings can act as the catalyst for social change and gender equality in learning and leadership situations.

**The Common Core Standards in Video Games: A Deeper Look at What Boys Learn Through Video Game Play** ***Jason A Engerman***, Penn State University; ***Yelim Mun***, Pennsylvania State University; ***Shulong Yan***, The Pennsylvania State University; ***Alison Carr-Chellman***, The Pennsylvania State University

Traditional school settings have contributed to high disengagement rates, and high dropout rates for boys.

Commercial video games, as a historical pastime, may serve to re-engage boys. The current study represents a phenomenological approach of ongoing work, that investigates the link between commercial games and traditional learning outcomes. Our findings suggest that significant learning gains that align with traditional standards as well as important non cognitive skills, can emerge as boys engage in natural play habits of commercial gaming.

**361. RTD-Distinguished Development Award: The Field, the Foundations, and Change**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Discovery B*
Chair:
***Jonathan M Spector***, *Department of Learning Technologies*
Discussant:
***Tristan Johnson***, *Northeastern University*
Presenter:
***Andrew Gibbons***, *Brigham Young University*
As a field evolves, it appropriates new content, new process, new terms, and new vantage points for examining itself and its progress, while at the same time bringing its foundations into sharper focus. Without this there is no progress. What changes are evident that allow us to project the future of educational technology?

**362. SMT - Differentiation of instruction and online readiness**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 3rd: Studio 2*
Facilitator:
***Kaye B Dotson***, *East Carolina University*
**Using the Data-Dashboards to Reclaim Teachers Abilities to Effectively Manage Instruction in Technological Learning Environments** ***Mason Reed Lefler***, Utah State University; ***Sarah Brasiel***, Utah State University
Learning analytics is seen by some as the next bastion of hope for true personalized learning in the K-12 classroom but also requires monumental shifts in how teachers manage classroom instruction and behavior. Learning analytic data-dashboards could resolve some of the issues teachers face when adopting technology. From statewide teacher questionnaire response data and multiple interviews, we propose a set of essential data-dashboard features that help teachers transition more successfully into teaching with technology.

**Using Targeted Supports to Develop Online Readiness for K-12 Students** ***Jason Siko***, Grand Valley State University
The creators of the Educational Success Prediction Instrument (ESPRI) and its variations stated that the survey should be used for supporting students in developing online readiness skills and not as a selection tool to steer students away from online courses. However, little has been done to develop instruction based on the ESPRI. This session described the process of developing online modules to support online readiness skills and the results of implementation to date.

**363. ST&C - Tuning up Instruction through Change**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2: Concept A*
Facilitator:
***Dawn Knapp***,
**Redesigning the conversation on educational reform: A call for agency** ***William Watson***, Purdue University; ***Sunnie Watson***, Purdue University
In helping to initiate transformative, systemic change efforts in education, whether higher education or K-12, colleges of education must take the lead in designing and implementing the new paradigm system of education that modern society demands. This presentation will review systemic change theory and practice and apply them to the purpose and structure of colleges of education in arguing for their need to proactively and visibly enact an alternative to current change policies and approaches.

**FASTEN YOUR SEATBELTS! Five Practical Leadership Principles to Turbocharge Your Career** ***Eugene Kowch***, University of Calgary - Faculty of Ed
Systems thinking is a mindset for leading the change professionals want in the world. Must it be so complicated? No! This paper applies systems and complexity thinking to derive five simple sets of practical principles for any educational technology professional to apply in any practice. We begin with a 10 minutes presentation of 5 systems thinking leader principles from the paper. We then problem-solve participant leader issues by applying the principals in race-hot dialog.

**364. TED Camp - Passport to Creating and Issuing Digital Badges in Teacher Education**
*3:30 pm to 4:30 pm*
*Hyatt Regency - 2: Network*
Facilitator:
***Jesse Strycker***, *East Carolina University*
**Passport to Creating and Issuing Digital Badges in Teacher Education** ***Tim Newby***, Purdue University; ***Erin Besser***, Purdue University; ***Elizabeth Brott Beese***, Purdue University; ***Casey V. Wright***, Purdue University
Digital badges can be used effectively to achieve student competency for various types of content and skills. But how can the badges be effectively and efficiently designed, created, implemented, assessed, and managed? Participants will be able to explore and

use the Purdue Passport badge platform to examine various types of badges, as well as actually design, create, implement, and assess badges. Benefits and challenges of digital badges within teacher education will also be discussed.

**365. General Session - Membership & ECT/AECT Awards**
*4:45 pm to 5:45 pm*
*Hyatt Regency - 2nd: Regency AB*

Please join us for the annual member meeting! Brief updates will be shared on priority actions for the coming year. ECT Foundation and AECT awards will be presented. Candidates for AECT President-Elect will give brief talks. And DOOR PRIZES as we continue Racing into the Future!

**366. University Reception**
*6:00 pm to 7:30 pm*
*Hyatt Regency - 3rd: Cosmopolitan B*

**367. GSA/INTL On The Town**
*8:00 pm to 10:00 pm*
*Hyatt Regency - 2: Concept CD*

Meet members of the International division in an informal, relaxed setting. The GSA International Division board representative Hengtao Tang and many of the International Division 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...

**368. Intern Meeting**
*7:00 am to 8:00 am*
*Hyatt Regency - 3rd: Outlook Boardroom*

**369. Morehead State University Doctoral Seminar-4**
*7:00 am to 8:00 am*
*Hyatt Regency - 3rd: Discovery A*

**370. 2016 National Convention Planning**
*8:00 am to 10:00 am*
*Hyatt Regency - 2: Network*
Chair: ***Brad Hokanson***, *University of Minnesota*

**371. Walden: Final Residency Meeting**
*8:30 am to 10:00 am*
*Hyatt Regency - 3rd: Outlook Boardroom*

**372. 41-W1 Workshop (preregistration required)**
*9:00 am to 12:00 pm*
*Hyatt Regency - 2: Theory A*

**Creating E-Learning Quizzes with Relevant Feedback Using Adobe Captivate and Articulate Storyline**
***Taeyeol Park***, Georgetown University

It is critical for students to know whether they've answered a question correctly in a quiz for self-learning. Sometimes instructors also want them to know why their answer was right or wrong as well as which answer was correct. This workshop will provide hands-on experience at creating quiz questions with relevant answer feedback using each of the two e-learning authoring tools: Adobe Captivate and Articulate Storyline.

**373. 41-W2 Workshop (preregistration required)**
*9:00 am to 12:00 pm*
*Hyatt Regency - 2: Theory B*

**Designing Authentic Service-Learning Experiences for the Instructional Designer**
***Jennifer Maddrell***, Designers for Learning; ***Jill Stefaniak***, Old Dominion University

The objective of this session is to explore the practical application of service-learning as a means of enhancing student learning through real-world applied and experiential learning opportunities. Through an examination of service-learning theory, research, and practice in both face-to-face and online instructional settings, this session offers specific strategies to design service-learning experiences that allow faculty the ability to combine theory and practice. Session attendees will leave this session with the necessary tools they need to incorporate service-learning activities within their coursework.

**374. 41-W3 Workshop (preregistration required)**
*9:00 am to 12:00 pm*
*Hyatt Regency - 3rd: Studio 5*

**Mindfulness and brain-based strategies: Exploring techniques and technologies for social and emotional teaching and learning** ***Jin Mao***, Wilkes University; ***Beth Rajan Sockman***, East Stroudsburg University of Pennsylvania; ***Catherine Augustine***, The Pennsylvania State University

The presenters will introduce, demonstrate, share, and discuss the techniques, technologies, research, and resources related to mindfulness and brain-based strategies for the purpose of enhancing mindfulness awareness and social emotional teaching and learning. Topics include mindfulness programs, wearable technologies, apps, and mindfulness practices and resources.

**375. 41-W4 Workshop (preregistration required)**
*9:00 am to 12:00 pm*
*Hyatt Regency - 3rd: Studio 6*

**Universal Designed Distance Learning Platforms**
***Thomas Hayes Conway***, University of Hawaii at Manoa

This workshop will focus on applying Universal Design for Learning (UDL) principles and the World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI) guidelines based on evidence from the EmployAble Project, a two-year Kessler Foundation employment and technology funded grant focused on Traumatic Brain Injury but designed to be fully inclusive. The Project used three levels of engagement: web-based learning modules, live video chat, and a Multi-User Virtual Environment to train participants in preparing for a job interview.

**376. AECT Board of Directors Meeting II**
*9:00 am to 12:00 pm*
*Hyatt Regency - 3rd: Vision*
Chair: ***Kay Persichitte***, *Univ of Wyoming*

**377. Tech Saturday 41-W5**
*9:00 am to 12:00 pm*
*Hyatt Regency - 3rd: Discovery A*

**.a Apps in Action**
*9:00 am to 10:00 am*
Presenter:
***Melissa Johnston***, *The University of Alabama*

With technology literally in the palms of most students, teachers and school librarians have an opportunity to lead in guiding students in the use of age-appropriate curricular-based apps. In this session participants will learn about the role that mobile technologies and apps can play in teaching and learning. Utilizing an inquiry framework, some of the best apps for K-12 will be presented, along with practical ways to integrate them to enhance instruction and engage students. Please BYOD!

**.b Introduction to Coding**
*10:00 am to 11:00 am*

Presenter:

***Mete Akcaoglu***, *Georgia Southern University*

This session will provide a basic introduction to coding by helping attendees get started on a free, online self-paced course. Attendees will complete user-friendly tasks and learn basic concepts of coding. Be sure to bring your favorite technology for this interactive session.

**.c Using Adobe Captivate to Design Interactive Content for Flipped Classrooms**

*11:00 am to 12:00 pm*

*Hyatt Regency - 3rd: Discovery A*

Presenter:

***Zuheir Khlaif***, *Indiana University*

The purpose of this session is to equip teachers and technology integration specialists with the skills to design and develop interactive mobile learning content using Adobe Captivate 8. Session activities will actively engage participants in hands on experiences creating instructional materials for flipped learning. This session is BYOD!

**378. Tech Saturday 41-W6 Workshop: How'd you do that? 2015 Emerging Technology Showcase for K-12 Educators**

*9:00 am to 12:00 pm*

*Hyatt Regency - 3rd: Discovery B*

Presenter:

***Tutaleni I. Asino***, *Penn State University*

In this workshop, we will engage in a conversation on emerging technologies. We will focus on new technologies and also on old tools that are being or can be used in innovative ways-especially in K-12 educational settings. Topics will include tips on selecting and utilizing mobile apps in the classroom; creating infographics; and a review and demonstration of technologies presented at the AECT Emerging Technology Showcase. The agenda is a mix of presentation, demonstration, hands-on activities, and discussion - the goal being constant interactivity with the audience. Participants are encouraged to BYOD and share their own experiences, ideas and tips on integrating emerging technologies.

**379. Tech Saturday 44-W1**

*1:00 pm to 4:00 pm*

*Hyatt Regency - 3rd: Discovery A*

**.a Awesome Websites for Teaching and Learning**

*1:00 pm to2:00 pm*

Presenter:

***Heather Moorefield***, *Univ. of S. Carolina*

The American Association of School Librarians Best Websites for Teaching and Learning Committee creates an annual list of websites in the areas of education and instruction. Now in 2015 the committee has released its seventh list and recognized its 175th site. In this session learn about the AASL Best Websites site, past year's recognized winners, interact with this year's winning online tools, and how discover how these can be used in classrooms, libraries, with educators, and students. Handouts, bookmarks, and integration ideas will be delivered during this informative and interactive session. Bring your favorite technology for hands-on fun!

**.b It's Classified! Discovering Google Classroom**

*2:00 pm to 3:00 pm*

Presenter:

***Susan Grigsby***, *Forsyth County Schools*

Streamline your classroom assignments and assessments with the power of Google Classroom. This session will show you how to use the program to allow your students to collaborate in real time and allow you to gather responses and student work within the framework of Google Apps for Education. You will also be given ideas on how to integrate Google Classroom with an existing learning management system to personalize learning for your students. BYOD!!!

**.c Educating Tomorrow's Digital Citizens Today**

*3:00 pm to 4:00 pm*

Presenters:

***Christina Cucci***, *School Library*

***Bruce Robert DuBoff***, *School Media & Technology*

Students today engage with technology in their daily lives, especially with many schools adopting 1:1 initiatives (iPads, Chromebooks, etc). But, many educators fail to instruct students on the methods to stay safe online. Without a firm grasp of digital citizenship, students are likely to become targets for predators, advertisers, and phishers. This presentation will highlight K-12 digital citizenship skills for effective student use including cyberbullying, website reliability and validity, and ethical use of information. Additionally, parent information is a critical component of teaching digital citizenship. Parent resources will be shared in order to gain trust and understanding from key stakeholders. BYOD welcome.

**380. Tech Saturday 44-W2 Workshop: Text Adventures: Easy-to-Create Video Games for Case-based Learning and More**

*1:00 pm to 4:00 pm*

*Hyatt Regency - 3rd: Discovery B*

Presenter:

***Lucas John Jensen***, *The University of Georgia*

This workshop will begin with a survey of current trends in video games, focusing on interactive fiction and branching narratives. A number of easy-to-use programming tools and languages will be demonstrated, particularly the free, open source, HTML 5-based game engine Twine.Twine takes just minutes to learn and has interesting implications for case-based learning, creative writing, prototyping, and more! Bring your own technology and be prepared to play!

## 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 to be held in Las Vegas, Nevada on October 17 -21, 2016. 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, 2016.

### Outstanding Journal Article Award

Articles nominated must have been published no earlier than 2015 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.

1. A complete bibliographic citation following APA guidelines should be included in the letter.
2. Current email address for the nominee should be included in the letter.
3. Send one PDF electronic copy of the article retaining the original published format to Dirk Ifenthaler (dirk@ifenthaler.info) . Do not send a PDF file of a submitted manuscript, page proofs, etc. Manuscripts that do not conform to these guidelines will not be considered.

    Professor Dr. Dirk Ifenthaler
    Instructional Design and Technology
    University of Mannheim
    L4, 1, 68131 Mannheim, Germany
    Email: dirk@ifenthaler.info
    Phone: +49-621-181-2270

### Outstanding Book Award

Books nominated must bear a copyright date of 2015, 2016, or 2017 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 that 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
209 Education Building
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 2015. 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
(703) 993-2067

**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 2015. 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
simsmich@nova.edu
1-800-986-3223 ext. 2-8563

**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

# AECT 2016 Design & Development Competition Problem Statement

Designing Instruction and Training for State Park Seasonal Employees

The State of Nevada hires dozens of seasonal employees each year to work in its state parks (http://parks.nv.gov/employment/). They have decided that an improved education and training program will help guarantee employees who are better informed in public safety and federal regulations, better prepared, more likely to stay in their positions for an entire season, and who will be more valuable when returning as more senior employees, ready to lead and mentor other staff.

The Nevada Department of Conservation and Natural Resources has initiated a Request for Proposals (RFP) for an education and training company to create a program that meets their needs, has an acceptable budget, and can be ready in time for the spring/summer 2017 hiring season. Training can be fully online or hybrid. There is an expectation that any system will have strong digital components.

Because of the variety of positions and locations, this training must focus on the larger issues of safety, public service, and legal/compliance concerns. Both the Nevada State Parks (http://parks.nv.gov/) and the Nevada Department of Conservation and Natural Resources (http://dcnr.nv.gov/) web sites provide useful background information in these areas.

Training will be developed for three groups. All groups will receive instruction in public safety and federal regulations for national parks. In addition, the following group-specific training will be provided:

1. Prospective employees—this training should give an overview of the system, deliver basic information about the system and opportunities, and outline expectations of employees regarding their responsibilities and duties.
2. Newly hired employees—this training should review some of the training of the previous group and also describe important legal and logistical elements of working for the state, including payroll, code of conduct, benefits, and professionalism.
3. Returning employees—this training should revisit content for the previous groups, and also describe opportunities for leadership and mentorship, teach principles of leadership and mentorship, and give exemplary exercises to illustrate learning.

All of these stages of training should have assessment components and feedback mechanisms to help determine each learner's progress and readiness for employment at the given levels. For prospective employees, the feedback should help directors to determine whom to hire and what types of jobs to assign. For new

hires, the feedback should help directors make appropriate assignments of specific positions and locations and build good working teams at each site. Assessment of returning employees during training will inform directors' decision making regarding advancement and responsibilities, and to whom to assign less experienced workers for best results.

**The RFP stipulates three stages to the competition for this contract.**

**Phase I of the Competition**
For the initial proposal, your team will create a document outlining your plan to train prospective employees and current employees in the areas outlined above. The first proposal must be detailed enough to give a sense of what you intend to do, but should not be the final product in full detail. The document will help the Department administrators decide whether your team 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 1, 2016 for complete consideration. An administrative liaison will be available to answer your questions about the context/circumstances of the problem. Up to six proposals from Phase One will be selected to proceed to Phase Two, for which a formal and complete proposal of your entire solution to the problem will be required.

To be considered to move on in the competition, your Phase One proposal must include:

1. Recap of the problem being addressed
2. Training strategy with appropriate theoretical grounding [Design Model]
3. Instructional technology to be used to implement the training
4. Project Timeline
5. Program Evaluation Plan
6. Draft Funding/Budget and any additional staffing requirements
7. No identifying information. Failure to remove personal information, names, and institutional information will result in automatic disqualification from the competition.

Each submission will be from a team of two graduate students working together to solve the problem. Graduate students do not need to be from the same university, however all participants must be members of AECT and the Design and Development Division of AECT by the final phase of the competition (Phase Three).

**Phase II of the Competition**
If the Parks Administration determines that your proposal represents a viable solution for the Department, you will work with an independent learning consultant (a mentor) who will be assigned to help you develop what will become your final plan. You will create a detailed description of the process you propose and the means by which you will deliver it. As much as possible, justifications for the decisions that went into your proposal need to be provided. The creation of the

process, pilot program, and training examples is your second task. These components will be due on August 15th, 2016. The top three proposals from Phase Two will be invited to make a presentation to the judging panel at the AECT Annual Convention in the third and final phase.

**Phase III of the Competition**

If your team designs one of the top staff development education plans to address training for state parks seasonal employees, you will be asked to make a 30-minute presentation to the NDCNR Training Advisory Board where they will select which proposal to fund. At the 2016 AECT annual conference each selected team will have 30 minutes to present (20 minutes for presentation and 10 minutes for questions) their solution to the NDCNR Training Advisory Board. A team of expert faculty will play the role of the NDCNR Training Advisory Board members/judges. The judges will deliberate and one team will be selected to receive the contract, which means winning the AECT 2016 Design and Development Competition!

Announcement of the final competition participants and results is made at the 2016 Design and Development Division Luncheon during the 2016 AECT Annual Convention. Please note that if a team is selected to move on to Phase III of the competition, both team members from the team must be present at the AECT 2016 Annual Convention to present in this final phase of the competition.
For additional information and the 2016 timeline, visit the Website:
http://www.aect.org

**The AECT Design and Development Competition Planning Committee**

Dan Schuch, *Competition Founder*
Amy C. Bradshaw, *University of Oklahoma*
Jill Stefaniak, *Old Dominion University*
Patricia J. Slagter van Tryon, *East Carolina University (Chair)*

# *Educational technology and narrative: Story and instructional design*

**The 2016 Association for Educational Communications and Technology (AECT) Summer Research Symposium is soliciting research-supported chapters concerning story and educational technology.**

The symposium will be held in Bloomington, Indiana, July 20-21, 2016 in conjunction with the regular AECT Summer Leadership Meetings.It will begin the morning of July 20, 2016 and end on July 21, 2016 at the end of the day. It is the goal of the symposium to gather together a select group of scholars to share research for real dialogue and deep discussions about learning experience and learning design. Using Art of Hosting techniques for engaged conversation, we will have very intense and deep discussions of each proposed chapter. Social and recreation events will be developed to engage the participants more fully with the topic of design; non-electronic work periods will be used to examine the field from a different view point. The work of the symposium will be published by Springer, publisher of ETR&D and TechTrends. The conference fee (with some included meals) is expected to be around $350.

Chapter proposals will be solicited on multiple levels including research on the use of narrative or story in instructional design; teaching with story or narrative; and using narrative structure in the development of educational materials. This broad framework will shape our interactions, our discussions, and the informal context of the symposium.

Within the field of instructional design and educational technology, there is a need to effectively convey and express ideas and theories to a broad audience; one that includes students of instructional design, instructional design practitioners, and teachers. Similarly, there is a need to utilize these methods to explore and represent the content of instructional design; for example, explaining the concepts of constructivism and behaviorism in story form.

Narrative, or story telling, is often used as a means for understanding, conveying, and remembering the events of our lives. Our lives become a series of stories as we use narrative to structure our thinking. More importantly, we use stories to teach, train, socialize, and develop values in others. In professions, organizations, and corporations, stories are often used as a form of knowledge management to pass on the values cherished by the community. There is power for leadership, learning, and motivation in the use of stories and narrative, a concept that is recognized in business, medicine, and education. The goal of this symposium is to examine stories and narrative in instructional design.

An interesting range of contributions will be accepted; presentations will provide a rich and engaging opportunity for participants. Examples and experiences from outside the traditional boundaries of instructional design and educational technology will also enrich the discussion.

**Schedule:**
June 2015: Call for propsals
**February 15, 2016:**
**1200 word abstracts due***
April 1, 2016 Chapters selected
June 1, 2016: Selected Chapters Due
July 20-21, 2016 Symposium

Should a proposal be selected and the presenter accepted, the presenter will be asked to commit to:

- Strictly adhering to the presentation and discussion guidelines for the symposium.
- Writing the initial proposal into a paper suitable for discussion and submitting the full paper to the symposium chairs by June 1, 2016. Failure to provide the formal paper by June 1, 2016 may result in a rescinding of the proposal acceptance.
- Commit to reading all papers from the other presenters prior to attending the symposium. Attendees with be given access to all of the presenters' papers after June 1, 2016.
- Attend the full symposium (including all sessions and workshops) and actively participate in all collaborative and/or group activities.
- Based on feedback and collaboration from symposium attendees, make adjustments to your initial paper and resubmit the final draft for your initial paper and resubmit the final draft for a review by other chapter authors by September 1, 2016; to review other chapters and make comments and to submit a final draft by December 1, 2016.
- Review Authors Proofs in a timely manner in preparation for publication in an upcoming Springer Press symposium book with an anticipated publication date of October 1, 2017.

***Submissions through http://www.aect.org**
**Further Information:**
Brad Hokanson, Ph.D.
College of Design, University of Minnesota brad@umn.edu

# What happens in Vegas…
# 2016 AECT International Convention Las Vegas, Nevada

**October 17-21, 2016**

- Study Tours: Monday, October 18
- Workshop Sessions: Monday, October 17, Tuesday, October 18, & Friday, October 21
- Concurrent Sessions, Posters, Roundtables, and Pecha Kucha Panels: October 18-21

## 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 2016 AECT International Convention in Las Vegas, Nevada and to share your expertise and knowledge with your peers and those ideas, directions, and discoveries 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 2016 convention in Las Vegas!

This year's convention theme is ***Learning from Las Vegas***. 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.

## General Information

### Proposal Deadlines

Proposals Open – December 1, 2015 Proposals Close – February 1, 2016

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 conference website, available December 1, 2015 at: http://www.aect.org/events/LasVegas/

**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.

To be considered, a **complete** proposal must be submitted. Research-based proposals should include findings to be considered complete. 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 March 15. If accepted, you will be required to complete an Acceptance/ Verification Form acknowledging receipt of an acceptance letter and verifying your commitment to make the presentation at AECT 2016, Las Vegas. 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 1, 2016 will be dropped, and their presentations deleted from any print and/or electronic documents related to the convention program.

## Funding:

Presenters are required to assume responsibility for all costs associated with the presentation, including handout materials, convention registration, housing costs, and related expenses.

## Types of Sessions:

### Concurrent Sessions

These 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.

### Fee-Based Workshops

As half- or full-day sessions, workshops are intended to provide intense professional development opportunities that result in participants acquiring new skills. Workshops are targeted to specific interest groups and delivered at the start of the convention and on the last day. Persons or committees interested in submitting a workshop proposal should also submit the Workshop Budget and Expense form. No workshop proposal will be considered without these forms.

# What happens in Vegas... *(continued)*

# 2016 AECT International Convention
# Las Vegas, Nevada

**October 17-21, 2016**

### Posters

Posters are designed to showcase a project, program, process, activity or similar experience in an informal setting. Posters may be projects that are completed, in progress, or in their beginning stages. A small table is provided to support a display board, laptop, and handouts. Feedback and insights of colleagues on these innovative developments are especially encouraged. Posters are scheduled simultaneously with Roundtables in multiple large rooms. Poster size is 48" x 36" horizontal/ landscape layout. Tri-fold poster boards, display easels and pushpins will be provided by AECT; presenters will attach their own posters.

### Roundtables

Roundtables are designed for small group discussion of specialized topics, with the presenter leading the discussion. This participatory format allows for a highly interactive presentation lasting 60 minutes. Typically, several Roundtable discussions are scheduled simultaneously in one large room, with minimal audiovisual use.

### Pecha Kucha Panels (Japanese for "chit-chat")

These 3-person panels will use a presentation style in which each panelist presents 20 graphic slides (shown for 20 seconds each: total time allowed is six minutes and 40 seconds). The format, which keeps presentations concise and fast-paced will be scheduled into 45-minute presentation slots to allow a minimum of 20 minutes of interaction time with the audience. Panels on topics of contemporary/innovative concern and professional interest are encouraged. Pronunciation: http:// forvo.com/word/pecha_kucha/

### Presidential Sessions

Presidential sessions are proposed through the online proposal process and will be selected by the AECT President-Elect, Brad Hokanson. These limited sessions will be selected based on their strong alignment with the conference theme, their importance to the work and interests of the AECT membership, and their value to multiple constituencies within AECT. Presidential session proposals are submitted directly to the President-elect or recommended to the President-elect by Division/ Affiliate leaders. Proposals should contain all the elements expected in concurrent session proposals. Presidential sessions may be 60 or 90 minutes long.

Descriptions of AECT Divisions and Affiliates can be found at www.aect.org

Online proposal submission guidelines and online form will be available beginning December 1, 2015 at http://www/aect.org/events/call/

## AECT

001 NSF Early Career Development Symposium - Tuesday

010 AECT Board of Directors Meeting I

011 Tech Trends Editorial Board

012 AECT Leadership Meeting & Dinner (RSVP-Invitation only)

013 Committee: Professional Ethics

014 Intern Meeting - Wednesday

015 Committee: AECT Awards

017 NSF Early Career Development Symposium - Wednesday

018 Pit Stop - Wednesday

034 GSA -Executive Board Meeting

035 Morehead State University Doctoral Seminar-1

039 AECT - Effective implementation of Real Time Feedback

049 GSA - Meet GSA & Divisions

050 History & Archives: Freud - Star Trek - iPads - Learning from the Past into the Future

060 ectFoundation Board of Directors Meeting I

072 GSA - Fireside Chat: Culture in Instructional Design

084 Walden: Residency Orientation

094 First Timer's Orientation

096 JSET- Current Situation of Educational Technology Research in Japan

105 General Session - Slow and Fast Learning with Contemporary Digital Technologies

106 Welcome Reception

107 GSA/D&D On The Town

109 President's Reception for International Affiliates (RSVP: by invitation only)

110 Intern Meeting - Thursday

111 AECT Breakfast with Champions (preregistration required)

112 Pit Stop - Thursday

114 Committee: Communications Team

115 Committee: Definition & Terminology (Thur)

119 Committee: History & Archives

122 AECT -Roundtable 2

122 T01 AECT- Socratic Method: How to Use it in the Conference

128 Committee: Publications

130 Fun: Walk/Run

132 Morehead State University Doctoral Seminar-2

134 AECT Standards: Information and Update

144 GSA - Meet the Editors of AECT Journals

161 Committee: Nominating

170 GSA - How do I Form a Research Question? & What is a Research Agenda?

182 Walden: Residency Meeting

185 Committee: PIDT 2016 Planning

195 GSA - Writing Techniques for Graduate Students & Selecting a Dissertation Topic

206 General Session - Tech Travesties

208 GSA - 3MT Competition Preliminary Round

209 AECT "Unplugged" Jam Session

211 Intern Meeting - Friday

212 Morehead State University Doctoral Seminar-3

215 Committee: Definition & Terminology (Fri)

225 ETR&D Joint Editorial Board Meeting

227 GSA - Alternatives to Lectures

229 Pit Stop - Friday

238 ectFoundation Board of Directors Meeting II

252 ETR&D Award Presentation

253 GSA - Panel: What is the Future of our Field?

264 AECT - Graduate Students' vs. Undergraduate Students' Perspectives on Facebook as a Learning Environment

264 Graduate Students' vs. Undergraduate Students' Perspectives on Facebook as a Learning Environment

275 GSA - Advice for the Job Hunt

283 Surveying the Educational Technology Landscape: Updates from the National Technology Leadership Summit (NTLS) and EduSummit

287 AECT Past Presidents Lunch (Past AECT Presidents only)

289 Committee: Leadership Development

296 GSA -Membership Meeting & Luncheon

297 Hong Kong AECT Affiliate Meeting

297 Online Knowledge Sharing and Psychological Well-Being among Chinese College Students

297 A Latent Class Analysis of Hong Kong Adolescents' Risky Online Behaviors

297 Predicting Teenagers' Internet Usage at Home

301 AECT - Shaping the Content of our Field's Next Research Handbook

301 AECT - Shaping the Content of our Field's Next Research Handbook

303 Committee: Organization & By-Laws

311 GSA - Designing for Playful Learning

337 GSA - Building your CV: From Doc Student to Tenure-Track Faculty or Industry Professional

353 GSA - 3MT Competition Finals

365 General Session - Membership & ECT/AECT Awards

366 University Reception

367 GSA/INTL On The Town

368 Intern Meeting - Saturday

369 Morehead State University Doctoral Seminar-4

370 2016 National Convention Planning

371 Walden: Final Residency Meeting

376 AECT Board of Directors Meeting II

377 Tech Saturday 41-W5a: Apps in Action

378 Tech Saturday 41-W6 Workshop: How'd you do that? 2015 Emerging Technology Showcase for K-12 Educators

379 Tech Saturday 41-W5b: Introduction to Coding

380 Tech Saturday 41-W5c: Using Adobe Captivate to Design Interactive Content for Flipped Classrooms

381 Tech Saturday 44-W1a: Awesome Websites for Teaching and Learning

382 Tech Saturday 44-W2 Workshop: Text Adventures: Easy-to-Create Video Games for Case-based Learning and More

383 Tech Saturday 44-W1b: It's Classified! Discovering Google Classroom

384 Tech Saturday 44-W1c: Educating Tomorrow's Digital Citizens Today

### Culture, Learning and Technology

027 CLT -Board of Directors Meeting

040 CLT - Technology through the Lens of Civics, Group Biases, Cultural Barriers

040 Civic Engagement with Technology Across Space, Time, and Scale

040 Perspective-taking: Decreasing Explicit and Implicit Out-Group Biases

040 Towards a Theory of Cultural Barriers to the Implementation of ePortfolios for Assessment

063 CLT-MPD-GSA Panel: Cultural Issues and Game-Based Learning

085 CLT - Examining Games in Education

085 iDesign: After-School Game Based Learning

085 Children's motivation while playing games in a Virtual World: How many coins did you get?

085 Integrating Digital Game-Design Activities in Science Education

116 CLT - Poster Session 1

116 P01 CLT- Exploring Teacher Decisions to Facilitate Technology-Supported Collaborative Teaching Practices

116 P02 CLT- [NR] Kentucky Adult Education Employability Skills (Entry-Level Soft Skills) Pilot to Accelerate Learning for the 21st Century U.S. Workforce

116 P03 CLT- Middle Eastern and American Mothers' Perceptions toward Violent Video Game on their Children's Behavior

116 P04 CLT- Perceived Attributes of Innovation as Predictors of Tablet Device Adoption among Special Education Teachers in Saudi Arabia

117 CLT - Roundtables 1

117 T01 CLT- Accelerated Engagement of African American Males who attend rural colleges and/or universities through Social Media

117 T02 CLT- Autoethnography as a Diagnostic Tool For Rapid Instructional Problem Solving

117 T03 CLT- iDesign: a Case Study of a Game-Based Curriculum Supported by a Badge Assessment System

117 T04 CLT- Mobile Games: Moving Learning Outside of the Classroom by Blending the Virtual and Real World

117 T05 CLT- Students' Perspective on Different Teaching Methods

120 CLT - Poster Session 2

120 P01 CLT- Engaging Learners in Participatory Culture through Web 2.0 Tools

120 P02 CLT- How Does Culture, Learning, and Technology Impact Nurse Orientation Training Programs?

120 P03 CLT- Millennials in the Driver's Seat: Preparedness for and Progress in a Discovery Learning Environment

122 CLT - Roundtables 2

122 T02 CLT- A Support Mechanism for Collaboration Toward Culturally Relevant and Responsible Instructional Technology Inquiry and Practice

122 T03 CLT- [NR]Holler: Digital natives and digital immigrants in an online social network designed for Central Appalachia

122 T04 CLT- Individuals with Intellectual Disability: Higher Social Maturity and Less Support Needs Means Stronger Digital Propensity

122 T05 CLT- Popular Culture By Design: Uniting Media Literacy and Instructional Design Through a Crowd-Sourced Teaching Tool

122 T06 CLT- The Cyber Victimization of Young People – An Investigation into Risk, Impact, and Prevention

123 CLT Petcha Kucha - Exploring the Culture of Women in Technology and STEM Fields

123 Exploring the Culture of Women in Technology and STEM fields

135 CLT - Institutional Implementation

135 [NR]Inking Pedagogy: A review of Effective Implementation in Engineering

135 Learning and Pedagogical Agents: A Literature Review

135 Modeling Smart Device Integration in Policies and Practice

136 CLT - Simulation and Virtualization

136 Development of Adaptive Online Health Management System based on Self-Regulated Learning Strategies for Surviving Cancer

136 Graphic Design Across Disciplines: Exploring Web 2.0s for Visualization of Research and Knowledge

136 Project-Based Learning and Simulated Virtual Enterprises

160 CLT - The Impact of Multimedia on Student Learning

160 [NR]Effects of Digital Storytelling Activities on Student Satisfaction and Student Engagement in Social Studies Course

160 Effects of Speaker's Accent in a Multimedia Tutorial on Non-Native Students' Learning and Attitudes

183 CLT - Exploring the Culture of MOOCs

183 Attitudinal Change and Instructional Design in a Human Trafficking MOOC

183 Openness, Self-efficacy, and Willingness to Communicate in a MOOC learning environment: An Action research

183 MOOCocracy - A Social Learning Democracy: The Adult Learner Culture of MOOCs

184 CLT - The McJulien Scholar's Panel: Diverse Voices in Educational Technology

213 CLT - Shaping your Career in Instructional Sciences

213 CLT-Shaping your Career in Instructional Sciences

214 CLT - The Role of Technology in International Contexts

214 A Case Study on Educational Technology in China

214 Diffusion of social networking for distance education in Pakistan

240 CLT - Testing your Research IDEA - Panel 1

240 Testing your Research IDEA - Panel

241 CLT - The Influence of Technology on Language Learners

241 Scaffolding ELLs' Narrative Writing Skills Through iPads From The Perspective Of Funds Of Knowledge

241 The Influence of Language on Multimedia: An Eye Tracking Study

241 To overcome intercultural misunderstandings: A directed content analysis of learner language

265 CLT - Learning Cultures

265 Cultural Overlays for the Community of Inquiry (CoI) Framework

265 Faculty Online Teaching Self-Efficacy: A Cultural Perspective

265 The impact of technology and faculty development on the learning culture of a small college.

266 CLT - Testing your Research IDEA - Panel 2

266 Testing your Research IDEA - Panel 2

288 CLT -Lunch & McJulian Lecture

288 Acculturation into a Collaborative Online Learning Environment

302 CLT -Membership Meeting

325 CLT -New Board of Directors Meeting

326 CLT - Formal and Informal Learning

326 Peer-Led Hackathon: An intense learning experience

326 The Future of Work: What Google Shows Us about the Present and Future of Online Collaboration

326 Experiencing Informal Learning Spaces

327 CLT - Technology and the Next Generation

327 Teaching the next generation: Pedagogical and legal implications of social media

327 The Impact of Flipped Classroom on Students' Achievements

327 Toward Culturally Responsive STEM Instruction in Urban STEM Instructional Contexts: A Conceptual Model

347 CLT - Utility and Fairness in Diverse Contexts

347 Digital Equity in Education: A Case Study of Primary School Students in Hong Kong

347 Does school context matter: Technology integration barriers in charter schools

347 Mental Health Mobile Apps in Counselor Education: Mixed Methods Research Guided by Technology Acceptance Theories

## Design and Development

016 D&D -IDT Professor's Forum

033 D&D -Board of Directors Meeting

038 D&D -PacifiCorp Design Competition Participant Reception

041 D&D 06:Instructional Designers

041 Training Instructional Designers: Engaging Novices in ID Process through a Progressive Case

041 Creating Effective Instructional Design: Feedback Loops and Habitus

042 D&D 20: Game-Based Learning

042 A Systematic Literature Review of Game-based Pedagogy to Teach Computer Programming

042 Motivational Support from Digital Game-Based Learning Environments Designed by Novice End Users: A Qualitative Study

043 D&D 43: Instructional Technology

043 A Review of Literature on Mobile Question-Answer Systems: Subject Matter, Teaching Strategy, Context and Student Perception

043 A Systematic Approach to Teaching Students to Design Social Networking Sites

044 D&D Panel Session (2)

044 Panel Discussion: Teaching & Integrating Games and Gamification

061 D&D -PacifiCorp Competition Orientation

062 D&D -PacifiCorp Competition

064 D&D 19: Instructional Design Strategies

064 Instructional Design and Technology Competencies: A Review of the Current Literature and Standards

064 Observation and awareness of text cues and the impact on team knowledge mapping

065 D&D 22: Flipped Classroom

065 Designing a Flipped Professional Development Program

065 Study on integrating online and offline modes of flipped learning

066 D&D 27: Video

066 [NR]Effectiveness of Video and Print Instructional Packages for Teaching Selected Basic Technology Concepts in Nigerian Upper Basic Schools

066 Improving Student Learning Outcomes Through the Use Of Pretraining, Segmenting, and Reflection in Instructional Videos

067 D&D 29: Instructional Technology

067 Engaging Students through Structured Active Writing on a Wiki

067 Motivational Scaffolding Design in Computer-Based Learning Environment: Synthesized Guidelines and Design Showcase

080 ST&C and D&D Panel Session (6)

080 Address the Elephant: Using Systems Thinking to address MOOCs and Social Media in Design & Development

086 D&D 17: Instructional Design

086 Creative Competencies for Designed Instruction: Using Performing and Visual Arts as a Model

087 D&D 30: Technology Integration

087 Factors Influencing Second Language Student Production on Twitter

087 Using Visualization to Enhance Problem Solving Skills in Physics

088 D&D 44: Lessons Learned

088 An Instructor/Designer's Lessons from Designing a Mobile App for Engaging Undergraduate Students in Reflective Learning Practice

088 Lessons Learned from a Studio-Based Instructional Design Course for Graduate Students

089 D&D 47:Instructional Design

089 Reaching Out to Children in Distressed Areas: A New Curriculum and Implementation Model

089 Smartphones Wandering Around the MALL: Investigating Learners' Practical Uses of Smartphones to Enhance Language Learning Skills

090 D&D Panel Session (3)

090 Serious Games Analytics: Methodologies for Performance Measurement, Assessment, and Improvement

104 D&D -PacifiCorp 2016 Planning Committee

116 D&D Poster Session 1

116 P05 D&D -A Virtual Embodiment Effect of Animated Character's Gestures on Understanding and Visual Attention

116 P06 D&D- Designing an Embedded Assessment to Test Students' Learning on Digital Systems Design

116 P07 D&D- Improving Self-Study Quizzes with Immediate Feedback

116 P08 D&D- Tablet Devices in the Classroom: Towards a Paperless Learning Ecosystem

116 P09 D&D- The CUBE Project: Application of Learning Analytics for K-12 Schools in Korea

116 P10 D&D- Training for Early Career Professors using Design-Based Research and Community of Inquiry

117 D&D Roundtable Session 1

117 T06 D&D- A research study on the transfer of instructional design practices with Teaching Presence.

117 T07 D&D- An ID Database for Managing the Course Design Process

117 T08 D&D- Enhancing Student Reflections in E-portfolios Using the TPACK Framework

117 T09 D&D- Five Tips for Designing Problem Based Learning

117 T10 D&D- New Design Guidelines for an Effective Peer Assessment Tool to Overcome Current Challenges in Peer Assessment Practices

117 T11 D&D- Scaffolding in A 3D Virtual Reality Game-based Learning Environment: When Much is Less?

117 T12 D&D- Serious Games Are Not Serious: A Literature Review of the Implementation and Evaluation of Motivation Theories in the Design of Serious Games

117 T13 D&D- The culture of learning in promotion of instructional overlay in Collaborative Project-Based Learning

117 T14 D&D- What do we learn from ID students' Design Practice?

120 D&D Poster Session 2

120 P04 D&D- A Framework for Investigating Game-Design Activity: Relating Design Practices and Design Thinking

120 P05 D&D- A Role-Play Board Game Prototype for Pre-service Teacher's Transition from Learning Setting to Working Setting

120 P06 D&D- Digital Textbooks for Secondary School in South Korea

120 P07 D&D- Students' Misconceptions in Introductory Computer Science

120 P08 D&D- The Effects of Information Volume and Information Distribution on Learning in a Mobile Augmented Reality

122 D&D Roundtable Session 2

122 T07 D&D- A Review of Mobile Learning Models and Framework

122 T08 D&D- Challenges in Robotics Education and Recommendations for Its Future Direction: A Literature Review

122 T09 D&D- Designing an online collaborative tool for middle school students

122 T10 D&D- How Do Students Cope With Multitasking? An Investigation of Chat Messages in Concurrent Multitasking Situations

122 T11 D&D- Social Network Analysis as a Design-Based Research Tool in Deploying University-Wide Online Quality Course Standards

122 T12 D&D- Stimulating The Imagination To Accelerate Learning And Performance

122 T13 D&D- The Use of Demonstration as a Mechanism for Effective Serious Game Design

122 T14 D&D- Tinkering and Engineering Reinforcements: Improve Mathematics Learning through 3D Printing and Modeling

124 D&D: Petcha Kucha (1)

124 Accelerating Expert Noticing In Classroom Teaching, Nursing, And Academic Coaching

125 D&D: Petcha Kucha (2)

125 Accelerating Learning: Using Learner-Centered Research and Design Strategies

129 D&D / RTD - Awards Luncheon (preregistration required)

137 D&D -Membership Meeting

162 D&D 02: Instructional Technology

162 Mastering the Practice and Tools of Teaching Online Through a Certificate Course

162 Social Presence in MOOCs: An Iterative Study

163 D&D 05: MOOCs

163 A Design Case for a MOOC on Learning to Recognize Plagiarism

163 Effectiveness of First Principles of Instruction in a Mini-MOOC

164 D&D 31:Technology Integration

164 Promoting Group Process Autonomy in a High School Problem-based Learning Unit

164 The Design of the Emmy-winning Center for Animation: An Academic Community of Innovation

186 D&D 01: Instructional Design

186 Adventures in Cybercomputing: Moving from the Internet of Things to the Internet of Everything and Anything

186 The Design of a Cognitive Apprenticeship to Facilitate Storytime Basics for Librarians

187 D&D 10: Evaluation

187 Improving Discussion Protocols to Support Learning in Large Online Classes: A Design-Based Approach

187 Online Course Formative Evaluation: Transforming Lerner Frustration into Professional Skills

188 D&D 14: Instructional Strategies

188 Assessment Strategies for Competency-Based Learning—Lessons Learned

188 Competencies and Skills Needed by Designers-by-Assignment for Creating Online Interventions

189 D&D 16: Distance Education

189 Piloting a Peer Support Forum in a Fully Online Technology Class

189 The Implementation of a Hybrid Learning Environment at a Community College in the Mechanical Trades

216 D&D 09: K-12 e-Learning

216 Conceptions and Misconceptions: A Content Analysis of Mobile Apps for Dyslexic Learners

216 Pre-service teachers' experience of creating tags and tagclouds for their learning

217 D&D 13: ID Student Perceptions

217 Impact on Designing for Learning based on Student Perception of Graduate Level Learning

217 How Student Perceptions Influence the Instructional Redesign of Online Learning Components

218 D&D 38: Instructional Design

218 A New Mobile Application to Teach Standard Error and Its Relation to Sampling Distribution

218 Use of Technology in Teaching Daily Living Skills to Individuals with Intellectual Disabilities

219 D&D 41: Technology Integration

219 Design and Development of WikiTalki Application to Promote English Speaking Practice in K-12 Context

219 My Adventures in Creating and Using the First Multiplatform Interactive Digital Textbook on Educational Technology

220 D&D Panel Session (4)

220 Nurturing Civic-Minded Instructional Design and Technology Professionals: The Impact on IDT Research, Training and Practice

242 D&D 08: E-Learning Instructional Design

242 Design and Development of a Dynamically Adaptive TutorIT Tutorial in Basic Statistics

242 Organizational pictures as a feedback strategy in technology-enhanced learning environments

243 D&D 12: Online Teaching Strategies

243 Collaborative Learning Studio: Facilitating Active Learning Pedagogy

243 Developing a Failure-driven Case-Based Learning Module to Promote Veterinary Students' Real-World Problem Solving Skills

244 D&D 28: E-Learning Design

244 Exploring Reflection's Impact on Instructional Designers and Design

245 D&D 34: Flipped Classroom

245 Flipping into the Future with Flipboard: Student Beliefs, Attitudes, Engagement, and Device Choice

245 Use the Flipped Classroom Model in a Technology-Enabled Active Learning (TEAL) Classroom: A Case Study

246 D&D 48: AECT Books and Briefs

246 Studies of ID practices: An updated review and synthesis

247 D&D Panel Session (1)

247 Human Agency: Implications for Instructional Design and Technology

267 D&D 18: Mobile Apps

267 A Course Design for Novice Programmers by Using App Inventor Environment

267 Optimized Design of Chinese Mobile Applications: The Effects of Radical-Based Structure and Question-Based Content on Chinese Character Recognition

268 D&D 23: Instructional Design

268 Accelerating Learning of Special Education Students with Intellectual Disability via Technology-Enhanced Extracurriculum

268 Designing Transformative Family Learning (TFL) Experiences: Implications for Instructional Design

269 D&D 24: Faculty Development

269 Accelerating Learning through an Integrated Approach to Faculty Development and Academic Technology Tool Development

269 Commitment, Completion, Quality: Two Models for Designing and Developing Technology-enhanced Courses

270 D&D 42: Interdisciplinary

270 Why Students Choose to Join and Leave a New Transdisciplinary, Competency-Based Degree Program

270 Design of Instructional Modeling Language (IML) and Learning Objects (LOs) repository

271 D&D 46: Publishing in JAID

271 Publishing Instructional Design Best Practice: Publishing in JAID, the Journal of Applied Instructional Design

290 D&D 15: k-12 school

290 Developing Integrated STEM Programs for Middle School Classrooms

290 Designing Mobile Applications for Informal Science Learning Outdoors

291 D&D 32: Design Based Research

291 Failure-Based Learning Principles for Learning Systems Design: A Review of Theories and Implications for Design

291 Understanding case based reasoning through design-based research: Challenges and opportunities for scaffolded learning

292 D&D 33: Gaming/Simulation

292 Field-Testing Strategies to Improve the Integration of Virtual Patient Simulations into Medical School Curriculum

292 Game-Based Learning of Water Systems and Scientific Argumentation: A Case Study

293 D&D 36: Design Based Research

293 Green Flag, Crossed Flags, Checkered Flag: Move the Design Forward

293 It's Hard, but Worth It: The Benefits and Challenges of Design-Based Learning

304 D&D -Awardee Presentations

304 Outstanding Journal Article Award

304 Robert M. Gagné Award for Graduate Student Research in Instructional Design

304 Nova Southeastern University Award for Outstanding Practice by a Graduate Student in Instructional Design

305 D&D 07: Instructional Design Process

305 Essential Characteristics of Design Process in the Instructional Design Practices with Comparison to General Characteristics of Design Thinking in Different Design Fields

305 From Start to the Finish Line: Creating a Streamlined Online Course Development Process

306 D&D 35: Instructional Design Practice

306 A Study of the Application of Theory to Design

306 Instructional Designers Experience and their Instructional Design Practice

307 D&D 39: Gaming/Simulation

307 A Multi-Player Online Simulated Driving Game with Adaptive Video Commentaries

307 Students' Opinions and Perceptions About a Gamified Online Course: A Qualitative Study

308 D&D 40: Distance Education

308 Issues and Instructional Strategies for Designing Successful Online courses

308 e-Learning Maturity Model: The Implementation of an Assessment Protocol to Examine the Maturity of e-Learning Practices at the Institutional and Programmatic Levels

328 D&D 03: Flipped Classroom

328 Don't Flip the Classroom – Rotate It!

328 Effective Pedagogy in a Flipped Classroom

329 D&D 21: Assessment

329 A Proposed Typology of Micro-Credentials in Education

329 Design and Implementation of Peer Assessment with Autonomy Support in an Undergraduate Course

330 D&D 45: Active Learning and Mentoring Strategies

330 Mentoring Graduate Students in Instructional Design and Technology: What We Learned from PacifiCorp D&D Mentoring

330 Active Learning Strategies to Stimulate Knowledge Integration in a Large Pharmacy Course

331 D&D Panel Session (5)

331 Program Evaluation Challenges for a New Trans-disciplinary Degree Program with an Exploratory Curriculum Plan

348 D&D 26: Virtual Learning Environments

348 Developing an automated data collection mechanism in Second Life

348 Exploring the Effects of Cognitive Flexibility and Contextual Interference on Learners' Performance in a Simulated Environment

## Design and Development Showcase

159 D&D Showcase

159 A New Farm Country: Designing Transformative Family Learning

159 CollegeLiVE: Using Avatar Training to Promote Protective Behaviors on College Campuses

159 Design of Online Learning Modules for a Non-Profit Organization: A Collaborative Service-Learning Initiative

159 Effective and affordable simulations for the STEM classroom: A Design Case Using Excelets

159 Intentional Scaffolding in Case-based Instruction: A Digital Tutorial for Online Instructors

159 Learning to Speak Italian from an Online, Story-Based Tour of Italy

159 Matching Tech to Task: A Mobile App that Facilitates Just-In-Time Decision Support for Instructional Designers

159 Nihao Chinese: A Mobile Assisted Language Learning Application

159 Online Multimedia Case-Based Learning System for SGBM (Sex and Gender-Based Medicine)

159 Serious Games Analytics Using Unity3D and Information Trails

159 Showcasing How Virtual Patient Simulations May Accelerate Learning In Medical Schools

## Distance Learning

030 DDL -Board of Directors Meeting

045 DDL - Gaming & Informal Learning

045 Are digital games welcome in distance education or not?

045 Training Adult Volunteers Working With Youth in Informal Learning Environments

046 DDL - Teaching Online

046 Does Online Make It Harder? Instructors' Practices, Perceptions, and Challenges Regarding Providing Feedback in Online Courses

046 Fostering Interaction In Distance Learning through Purposeful Technology Integration in Support of Learning Goals

047 DDL Panel Session: Culture & Online Learning

047 Is Online Learning Democratic? Cultural blocks in Online Learning

068 DDL - Impacting Social Presence

068 The Relationship between Social Presence in Online Learning and Student's Satisfaction and Learning: A Meta-Analysis

068 What we really know about online discussions: Learners' experiences as missing piece of research puzzle

069 DDL - Online Community

069 Designing Third Places to Support Program Community and Organizational Networking in Online Education Programs

069 Exploring Relationships Between Sense of Community, Perceived Learning, and Achievement in an Online Course

070 DDL - Online Faculty Development and Support

070 Reducing Transactional Distance Between Institutions and Their Online Faculty

070 Evaluating Faculty Communities of Practice for Distance Education

091 DDL - Faculty Adoption of LMS

091 An Analysis of Technological Issues Emanating from Faculty Transition to a new Learning Management System

091 Factors that Influence Community College Instructors' Adoption of Course Management Systems

092 DDL - Learners and MOOCs

092 A Preliminary Conceptual Framework of the Adult Learner Social Science MOOC Experience

092 Designing and Developing a Case-based MOOC to Impact Students' Abilities to Address Ethical Dilemmas

093 DDL - Research Tools and Techniques

093 Efficiency in the Online Environment: Digital Tools That Streamline the Research Paper Process

093 Assessing Experiences with Online Educational Videos: Converting Multiple Constructed Responses to Quantifiable Data

116 DDL Poster 1

116 P11 DDL- Dynamics of Cognitive Presence In Online Learners' Inquiry Discourse

116 P12 DDL- Preliminary Findings Regarding Impression Management and Social Presence Within Asynchronous Online Discussions

117 DDL Roundtable 1

117 T15 DDL- A Comparison Study of a Face-to-Face and Online Writing Courses

117 T16 DDL- A Comprehensive Review of Online Learning for Adult Learners

117 T17 DDL- A Design Model for Student-Directed Learning in the Advanced Instructional Design Course

117 T18 DDL- A Reflection Paper of Pedagogical Practice of an Online Research Fundamentals Course

117 T19 DDL- A philosophical Look at distance education

117 T20 DDL- Accelerating learning: Using audio and video feedback to increase teaching presence in asynchronous online courses

117 T21 DDL- Adopting a Blended Learning Model: Key Issues and Strategies for Professional Development

117 T22 DDL- African American students in accelerated online learning

117 T23 DDL- Best Practices for Learners in Online Education: Do We Really Know What We Think We Know?

117 T24 DDL- Blended Online Learning Instruction In Faculty Members Professional Development Training

117 T25 DDL- Enhancing Interaction in Online Learning: A Conversation

122 DDL Roundtable 2

122 T15 DDL- Active Learning for Adult Learners in Online Learning Environments

122 T16 DDL- Essential E-mentors' Characteristics for Mentoring Online Doctoral Dissertations: Faculty Views

122 T17 DDL- Faculty Online Professional Development Barriers and Motivations

122 T18 DDL- Investigating Students' Perceptions of Using WEB 2.0 as a Personal Learning Environment (PLE)

122 T19 DDL- Learning Style as an Indicator of Online Learning: Cases of Learners' Participation in Text-based Discussion

122 T20 DDL- Peer-led online discussion in compressed courses: Do the benefits outweigh the logistical risks?

122 T21 DDL- Running Learning, Social Exchange, and Communication over a Listserv: The State of ITForum 2015

122 T22 DDL- Social Presence in an Online Course Supported with Social Network Site

122 T23 DDL- Student Characteristics and Meaningful Interaction in an Online Class

122 T24 DDL- Surveillance in Online College Classes: Experiences, Perceptions, and Ethical Questions

122 T25 DDL- The MOOC Study group to promote social presence, interactions and collaborative learning

122 T26 DDL- Threshold Concepts and Phenomenography in Online Course Design

122 T27 DDL- [NR] Universal Design in Open And Distance Learning Systems

122 T28 DDL- Using Learning Analytics to Predict Academic Achievement and Explain Differences in Grades

138 DDL - Developing Online Faculty

138 Developing Online Teaching Expertise: Prospective Online Teachers' Reflection

138 Training Online Faculty: From the Fast Lane to the Scenic Route

139 DDL - Online Discussion Strategies

139 Effects of Role-Play for Problem-Solving Skills and Engagement in Online Forum

139 Descriptive Post Titles as Advance Organizer: Cognitive Load and Critical Thinking Effects in Online Discussions

140 DDL - Online Student Engagement

140 Online Student Course Behaviors: How Do Weeks Flow and What Do Students Do?

140 A Measure of Student Engagement in Online Courses

141 DDL - Student and Teacher Satisfaction

141 Optimizing Students' Satisfaction in Online Courses: Using a Two-Factor Theory as a Lens

141 "I Have Never Been So Proud": Teacher Satisfaction at an Online High School

142 DDL - Student-centered Design

142 Accelerating Technology and Inquiry-Based Instructional Methods: A Design Case in Student-Centered Online Course Design

142 Erroneous Worked Examples and Peer Modeling Examples: A Student Perspective for a Web-Based Statistical Learning Task

165 DDL - Collaborative Learning

165 Incorporating Linguistic Analysis and Pedagogy into Online Collaborative Assignments for English Language Learners

165 Exploring Polar Opposite Worlds through Computer-Supported Collaborative Learning: A Social Work Exemplar

166 DDL - Culture and Online Learning

166 Effective Practices for Teaching Culturally Diverse Learners in Online Courses

166 International Learners' Expectations, Satisfaction, and Agency: A Case Study of Chinese Learners in a US-based MOOC

167 DDL - Online Course Evaluation

167 Creating a Course Evaluation Toolbox

167 Assessing Online Courses for Quality and Global Adaptation

168 DDL - Online Discussions: Beliefs and Group Size

168 The effects of prior beliefs on student interactions in online debates

168 Impact of Group Size on Social Presence in Asynchronous Learning Environments

175 DDL - Experiential Learning

175 DDL- Effects of Online Experiential Learning Activities

190 DDL - Online Discussions: Learner Effects

190 Critical Thinking In Asynchronous Online Discussions: The Effects Of Peer-redirection vs. Instructor-redirection in Ethical Decision-Making Discussions

190 Interaction Patterns and Knowledge Construction Behaviors in Discussion Forums of a Professional Development MOOC

191 DDL - Online Doctoral Dissertations

191 Online doctoral cohorts: Strategies for dissertation mentoring in groups

191 Correlation between Mentors and Learners Perceptions of Competency Model in Completing Online Doctoral Dissertations

192 DDL - Online Student Services

192 Structured Peer Tutoring for Online Learning Readiness: Student Tutors' Perception

192 The Use of Web 2.0 by Student Affairs Professionals

193 DDL - Teaching and Social Presence

193 Enhancing Teaching and Social Presence in an Online Master's Program in Educational Technology

193 The interdependence between teaching, cognitive and social presence: One or more structural equation models?

221 DDL - Defining Social Presence

221 In search of a better understanding of social presence: An investigation into how researchers define social presence

221 A Systematic Literature Review on Social Presence in Online Learning Environments

222 DDL - Facilitating Cognitive Presence

222 Designing Question Prompts using Practical Inquiry Model (PIM) to Facilitate Cognitive Presence in Online Case Discussions

222 [NR]Does Facilitating Matter In Enhancing Learners' Cognitive Presence In Online Asynchronous Discussion?

223 DDL - Online Student Success

223 Developing an Instrument to Measure Student Readiness in Online Learning Using Exploratory and Confirmatory Factor Analysis

223 Using learning analytics from Moodle to enhance student learning and engagement in online courses

224 DDL - Self-regulation and Motivation

224 The Relationship between Motivational Regulation Strategies (MRSs) and Online Learners' Cognitive Learning Strategy, Learning experience, Academic Performance

224 Need the Will and the Skill to Succeed in a Flipped Class

248 DDL - Alernative Course Evaluation Methods

248 Online Course Evaluation through the Learning Experience Analysis Approach

248 An Online Social Constructivist Course: Toward a Framework for Usability Evaluations

249 DDL - Case-based Instruction

249 Guidelines for Medical Educators to Create a Reflective Case-based e-learning Environment

249 Guiding Peer-Questioning During Online Case-Based Discussions

250 DDL - Social Media and Networking

250 Tweeting U.S.A.: An Examination of State Educational Twitter Hashtags (SETHs)

250 Exploring the Effects of Students' Social Networking Experience on Social Presence and Perceptions of Using SNSs for Learning

251 DDL -New Board of Directors Meeting

272 DDL - Experiential & Service Learning

272 The Design of a Cognitive Apprenticeship to Facilitate Virtual Service-Learning Experiences

272 Technology Integration: Visionary Options for Digital Age Student Leadership Empowerment

273 DDL - Mobile Technologies

273 Big Plans for Little Screens: Is yesterday's message design research relevant for tomorrow's mobile learning?

273 Mobile App Designed to Enhance Access to and Application of a Set of Online Learner Competencies: A project of the International Board of Standards for Training, Performance, and Instruction (ibstpi®)

274 DDL Panel Session: Leading & Managing E-Learning

274 Leading and Managing e-Learning in Higher Education: A Discussion and Exchange

294 DDL - Challenges in Course Development

294 Accelerating through the Arts: Adapting Difficult Courses to the Online Track

294 Framework for Accessible Course Development in Online Learning

295 DDL - Online Faculty

295 Bandura's Theory of Self-efficacy as a Predictor of College Professor's Perception of Integrating Synchronous Technology in Online Classes

295 You Know It! Knowledge Surveys Help Instructors Calibrate Online Instructional Strategies

309 DDL -Membership Meeting

332 DDL - Digital Tools

332 Using Digital Tools to Enhance Community of Inquiry in an Online Class

332 Designing an Off-Task Detector in Distance Learning Systems

333 DDL - Evaluation by Students

333 Design and utilization of students' reflections for program evaluation

333 Quality Matters (QM)-for-Students: Teaching students to design and evaluate high quality online classes

334 DDL - Managing Collaborative Learning

334 Working Together While Apart: Creating and Managing Group Work Online

334 Purposeful Group Assignment Strategy and Team Building in Online Graduate Courses

335 DDL - Self-Regulated Learning

335 Effects of Perceived and Actual Regulation of Learning on Learning Outcome

335 Collaborative Online Learning, Peer Feedback, and Self-Regulated Learning

336 DDL Panel Session: Collaboration & Service Learning

336 Collaboration in a Multi-Institutional E-Service Learning Project: Reflections and Future Directions

349 DDL - Online Student Satisfaction

349 Exploring Best Practices for Online Education in the Science, Technology, Engineering, and Mathematics (STEM) Fields

349 Literature Review on Factors of Successful Online Learning from Learners' Perspectives

350 DDL - Social Media Use and Effects

350 A Survey of Social Media Use and the Effects of a Social Media Initiative on Graduate Student Engagement

350 Evaluation of Edmodo as a Social Learning Platform: Results of the Pilot Study

351 DDL - Virtual Science Labs

351 Virtual Science Labs in Cyber Charter Schools: Representing Inquiry for Students

351 Teaching and Learning with Virtual Science Labs: Efficacy and Outcomes

### Division on Systems Thinking & Change

029 ST&C -Board of Directors Meeting

120 ST&C - Posters 2

120 P09 ST&C- Bracing for the Impact of Mobile ICTs in Ubiquitous Health Sciences Libraries

122 ST&C - Roundtables 2

122 T29 ST&C- Aligning Change Theory to a Process Model for Assisting Asthmatic Patient Self-Identification

155 ST&C and CLT Panel - A Systems Perspective on the Cultural Influence

155 A Systems Perspective on the Cultural Influence of Technology with Represented and Underrepresented Groups

234 ST&C - Adjusting the Suspension in K-12 Schools: Systemic change outcomes

234 An educational reform to improve classroom technology in Turkey: FATIH Project

234 The Tea Party's Potential Influence on a Texas School District's Educational and Instructional Policies

260 ST&C -Membership Meeting

282 ST&C - Higher Education and Designing High-Performance Change

282 Accelerating E-learning Development: From the Passenger to the Driver's Seat

282 Piecing Together The Puzzle Of Higher Education: Debundling Education with Digital Badges and Micro-courses for Customized, Competency-based Learning

320 ST&C - Be in the Lead by Driving the Change

320 Putting a Stake in the Ground: Institutionalizing a University and School Partnership

320 Toward a Peri-Instructional Design Tradition in Education

345 ST&C - Know the Terrain and Read Signs for Transformation

345 Educology for Systemic Change

363 ST&C - Tuning up Instruction through Change

363 Redesigning the conversation on educational reform: A call for agency

363 FASTEN YOUR SEATBELTS! Five Practical Leadership Principles to Turbocharge Your Career

### Featured Research

048 FRS - Technology Integration (TED)

048 Theories that Work: Pre-service and Practicing Teacher Evaluations of Technology Integration Models

071 FRS - Video Game Design (CLT)

071 Engaging Girls in Technology through Video Game Design and Development

143 FRS - Instructional Simulation (RTD)

143 Measuring the Effects of Preferred Visual Aesthetics in an Instructional

Simulation

169 FRS - Activity Theory (RTD)

169 Activity Theory Informed Automatic Student Assessment Model in Collaborative Math Learning

194 FRS - Motivational Regulation Strategies (RTD)

194 A Comparative Study on the Use of Motivational Regulation Strategies (MRSs) among Three Different Course Structures: Relations with Learners' Use of Cognitive Learning Strategy and Engagement

226 FRS - Game-Based Learning (D&D)

226 Prompting science students for cognitive engagement in game-based learning: Types of question prompts and feedback

310 FRS - Professional Development (RTD)

310 Investigating Faculty Technology Mentoring as a Professional Development Approach

352 FRS - E-Learner Profiling (DDL)

352 Using two-step cluster analysis in learner profiling to better serve elearning learners: A customer/student perspective

### Fee-Based Workshops

002 01-W1 Workshop (preregistration required)

002 Learning Design Workshop

003 01-W2 Workshop (preregistration required)

003 Creating Interactive Content with Adobe Edge Animate

004 01-W3 Workshop (preregistration required)

004 Design Layers and Functional Design: A Hands-on Experience

005 01-W4 Workshop (preregistration required)

005 How to Analyze and Improve Human Performance

006 01-W6 Workshop (preregistration required)

006 What Every Teacher Educator Needs to Know

007 04-W1 Workshop (preregistration required)

007 Accelerating Analysis of Learning: Using the FUN! Tool to Automatically Adapt, Analyze, and Visualize Data

008 04-W2 Workshop (preregistration required)

008 Demonstrating First Principles of Instruction

009 04-W4 Workshop (preregistration required)

009 ReViewing the Instructional Design & Technology Timeline through a Lens of Social Justice

021 11-W1 Workshop (preregistration required)

021 Using Collaborative Tools to Design an Online Learning Community

022 11-W3 Workshop (preregistration required)

022 Making Thinking Visible with Technology

023 11-W4 Workshop (preregistration required)

023 Online learning analytics on social networking sites: how to tap the potential of data mining in research of educational technology

024 11-W7 Workshop (preregistration required)

024 Creativity in education

025 11-W8 Workshop (preregistration required)

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

026 11-W9 Workshop (preregistration required)

026 Computer Programming for Mere Mortals Using LiveCode

372 41-W1 Workshop (preregistration required)

372 Creating E-Learning Quizzes with Relevant Feedback Using Adobe Captivate and Articulate Storyline

373 41-W2 Workshop (preregistration required)

373 Designing Authentic Service-Learning Experiences for the Instructional Designer

374 41-W3 Workshop (preregistration required)

374 Mindfulness and brain-based strategies: Exploring techniques and technologies for social and emotional teaching and learning

375 41-W4 Workshop (preregistration required)

375 Universal Designed Distance Learning Platforms

### ICEM (International Council for Educational Media)

031 ICEM -Board/Membership Meeting

116 ICEM - Poster 1

116 P13 ICEM- Honoring Youth Voices in Playtesting Mobile Games: Critical Dialectical Pluralism in Game Design in the Egyptian Context

117 ICEM - Roundtable 1

117 T26 ICEM- Graduate Students' Experiences and Attitudes toward Using E-Books for College-Level Courses

122 ICEM - Roundtable 2

122 T30 ICEM- Incidental Language Learning and Popular Media: A Conceptual Software Design for Arabic English Language Learners

171 ICEM - Collaboration, Communication & Web 2.0

171 Learning collaboratively: Distance students' perceptions of teamwork trust, social presence, and cognitive presence

171 Understanding the Communication and Tool Preferences of MOOC Learners Working in Groups

171 Using Web-Based Presentation Tool: What Did Pre-Service Teachers Think About It?

298 ICEM-Special Topic Panel Discussion [Orphan]

298 Who am I? Quantified Self in related to Learning Analytics, Wearable and Mobile Technologies

338 ICEM - Annual Graduate Student Panel Discussion

338 Quantified Self & Learning Analytics: Why should I Care?

### International

028 INTL -Board of Directors Meeting

095 INTL - Research and Practice in Africa: Design Thinking and Mobile Learning Projects

095 Evaluating Africa's mobile learning projects: A review of the current research

095 The applicability of Design thinking process in education: The case of two African countries

113 Jenny K. Johnson International Hospitality Center - Thursday

116 INTL - Poster Session 1

116 P14 INTL- Collaborative Digital Storytelling for JFL (Japanese as a foreign language) Learners

116 P15 INTL- Developing Pre-service Teachers' TPACK via Blended Learning

116 P16 INTL- Japanese Anime Skit Activity by Chinese JFL Learners Based on the FPI Theory

116 P17 INTL- What are OER and MOOCs? Global Perspective of Open educational Resources

117 INTL - Roundtable 1

117 T27 INTL- Accelerate Learning with Social Media Use in Education?

117 T28 INTL- Cross-cultural, Global Training Programs: Tips and techniques to produce standardized training materials that work in a variety of cultural contexts

117 T29 INTL- Efforts and Focus on Lifelong Learning in Developed Countries

120 INTL - Poster Session 2

120 P10 INTL- An Environmental Analysis to Examine Career Management Services for International Students

120 P11 INTL- Examining collaborative interaction in multi-cultural online learning: The impact of cultural dimensions on online behavior.

120 P12 INTL- Investigating Students' Perspectives On Game Elements In Learning And Computational Thinking

120 P13 INTL- Teachers' Perceived Knowledge and Skills in Information Technology Security

122 INTL - Roundtable 2

122 T31 INTL- Individual Differences and an Adaptive Open and Distance Learning Environment

122 T32 INTL- Providing Learner Services and Support: Improving Text-Driven Learning Environment of Distance Learning with Online Tutorials

122 T33 INTL- Social Media and Learning in Saudi Arabia: Spread and impact

122 T34 INTL- Using Technology to Enhance Intercultural Communicative Competence in Teacher Education Program

145 INTL - Socratic Seminar: An international forum on Socratic teaching

145 Socratic Seminar: An international forum on Socratic teaching

196 INTL -Membership Meeting

207 INTL -International Division: Silent Auction & Dinner (preregistration only)

210 INTL -International Division Live Auction

228 INTL - MOOC Community, Preferences, and Problems

228 Leveraging Knowledge-building Perspective in Fostering Learning Community for Chinese MOOC Learners

228 Satisfaction, Preferences and Problems of MOOC Participants

239 Jenny K. Johnson International Hospitality Center - Friday

254 INTL - Educational Technology in Asia-Pacific and South America

254 An Analysis of Asia-Pacific Educational Technology Research: Identifying Future Research Needs for Practice Improvement

254 From Local Learning Places to Global Learning Spaces: Online Education in Ecuador

312 INTL - Turkish Teachers' Practice and Attitude: Open Educational Resources and Mobile Devices

312 Are Teachers too Nomophobic to Teach? : A Case from Turkey

312 Turkish Teachers' Awareness and Perceptions of Open Educational Resources

339 INTL - Instructional Technology Faculty Job Search: What Every International Student Needs to Know

339 Instructional Technology Faculty Job Search: What Every International Student Needs to Know

354 INTL - International Forum: Global Learning Network

354 International Forum: Global Learning Network

**IVLA (International Visual Literacy Association)**

122 IVLA - Roundtable 2

122 T35 IVLA- [NR] Graphic Novels in Bibliotherapy: Visual Support for Mental Health Treatment for People Struggling with Literacy

146 IVLA - Improving Screen Presence: Delivering Live Online Messages That Can Change Perspectives

146 Improving Screen Presence: Delivering Live Online Messages That Can Change Perspectives

355 IVLA - Teaching and Integrating Visual and Media Literacy for All

355 Teaching and Integrating Visual and Media Literacy for All

**KSET (Korean Society for Educational Technology)**

051 KSET - Learning analytics

051 What Makes a Learning Analytics Dashboard Successful?

051 Exploring Relations between Graph Literacy and Learning Analytics Dashboard Interpretation

051 Course-tailored Prediction Model: Enhancing Learner Performance Prediction by Adaptive Use of Proxy Variables

073 KSET - Learner characteristics and performance

073 How Self-efficacy Explains Learner Performance and its Implication for Design of a Technology Integration Course for Pre-service Teachers

073 The Relationship between Problem Solving Ability, Co-Regulation, and Achievement: Moderating Effect of Co-Regulation

073 Development of an Instrument to Measure Creativity Integrity for Undergraduate Students in South Korea

116 KSET - Poster 1

116 P18 KSET- Investigation of a Structural Relationship among Students' Characteristics, Flow, and Learning Effects in a SCRATCH Programming Lessons for Elementary School Students

116 P19 KSET- Knowledge Sharing in an SNS-based Learning Community

117 KSET - Roundtable 1

117 T30 KSET- Factors Affecting the Performance of a College Tutoring Program

117 T31 KSET- Factors influencing students' Acceptance of Mobile Learning for High School

120 KSET - Poster 2

120 P14 KSET- Does users' comfort level with technology bring bias in measuring the users' satisfaction with LMS?

120 P15 KSET- The Framework and Design Guidelines for Enhancing Engagement in Student-Centered Learning

122 KSET - Roundtable 2

122 T36 KSET- Investigating the Effects of a Middle School Environmental Conservation Camp with Transformative Learning Principles

122 T37 KSET- Effects of Peer Feedback on Learning Achievement

122 T38 KSET- Designing a Learning Tool to Support Regulation of Learning in Personalized Integrated Educational System (PIES)

122 T39 KSET- Analyzing weekly traces of online behavioral data: Exploratory Study to find critical time for prediction

131 KSET - Luncheon

147 KSET - Advances in instructional design

147 A Structural Relationship among Teaching Presence, Perceived Interaction and Learning Outcome in a Cooperative Career Education Program for Middle School Students

147 Effects of students' e-learning readiness, teaching presence on learning effects in an online learning environment

147 Evaluation of an Instructional Solution for Smart Learning

172 KSET - Innovative teaching and learning

172 A Framework for Assessing Fitness for Purpose in Open Educational Resources

172 Development of an Instructional Design Model for Integrating On-Off Modes in Flipped Learning

172 Cultural Considerations to Accelerate Online Learning

356 KSET - Smart learning environments

356 Application of Smart Support System for Creative Problem Solving: Case Study of Art and Design Courses

356 The Application of Mobile Inquiry-based Learning for Teacher Education

356 A Structural Comparison On Interpersonal Intelligence, Social Presence, and Topic Interest of Elementary Students Using a Cooperative Digital Kinect Game

### Leadership Development Committee

173 LDC- What is Your Perspective on Leadership?

173 What is your perspective on leadership? An interactive workshop and presentation of a study in leadership development

276 LDC - Leadership Development from K-12 to Higher Education

276 AECT and the Next Generation: Mentoring Graduate Students Through Professional Organizations

276 Characteristics of K-12 Technology Leaders 2.0: A Survey of School Administrators and Teachers in Indiana.

313 LDC - AECT Leadership Pathways: Exploring Roles and Opportunities for Engagement

313 AECT Leadership Pathways: Exploring Roles and Opportunities for Engagement

### Multimedia Production

032 MPD -Board of Directors Meeting

052 MPD-Lessons Learned: Story Books to Games

052 Losing is Learning: Using Gaming Concepts to Teach Failure as Part of the Learning Process

052 Preschool Students' Attitudes toward Magic Story Books

074 MPD-Multimedia and Mobil Technology in the Medical Field

074 Medical Students' Attitudes toward Mobile Augmented Reality Based Anatomy Learning

074 Emerging Perspectives on Multimedia Use for Learning

116 MPD - Poster Session 1

116 P20 MPD- Google Glass App for Displaying ASL Videos for Deaf Children – The Preliminary Race

117 MPD - Roundtable Session 1

117 T32 MPD- Determining the Effectiveness of Curriculum Provided Through Transmedia Books for Increasing Students' Knowledge and Interest in Science

117 T33 MPD- Effects of Gender difference in 3th grade Geometry learning within a Tangram Game

117 T34 MPD- [NR]The Effectiveness of a Mobile Application on 2D / 3D Transformation Skills of Neurosurgical Residents

120 MPD - Poster Session 2

120 P16 MPD- [NR]Students' Attitudes Toward Watching Instructional Video via Mobile Device

120 P17 MPD- TriviaPrep: Inside the Research, Design, Development, and Implementation of an Educational Competitive-Trivia Mobile Application.

122 MPD - Roundtable Session 2

122 T40 MPD- Creating an Interactive Blended Public Speaking Course Using Captivate 7: Describing Our Process

122 T41 MPD- Digital Media Camp: Teaching Media Literacy and Digital Media Skills

122 T42 MPD- Locating, Tracking, and Sharing Instructional Resources

122 T43 MPD- OSMO-The Combination of Tangible Play and Augmented Reality Game

148 MPD-Game-Based Learning in the Classroom

148 The Effects of Previous Gaming Experiences, Prior Knowledge, and In-game Guidance on The Players' Learning Retention

148 A Meta-Analysis: The Effects of Digital Game-Based Learning on K-12 Mathematics Education

174 MPD-Instructional Design: Tools and Competency

174 E-Learning authoring tools: How do e-learning developers gain competency using and selecting appropriate multimedia development tools

174 The Instructional Design of Multimedia Worked Examples

197 MPD-Examining and Redefining Roles in Learning Environments

197 The Transmission of Power, Truth, and Right: Discussing the unintended messages communicated by games used for learning

197 Web and Virtual Museums: Redefining the Alternative Learning Environment

255 MPD Panel-Game-Based Assessment; Solution or Illusion?

255 Game-based assessment: solution or illusion?

277 MPD Panel-Community of Open Source, the Cheap: Free/Inexpensive Alternatives Open Source Video Games

277 Community of Open Source, the Cheap: Free/Inexpensive Alternatives Open Source Video Games

314 MPD Panel-Open, Free or Cheap; Alternatives to Big Name Software Packages

314 Open, Free or Cheap: Alternatives to Big Name Software Packages

315 MPD-Multimedia Learning: Tools and Applications

315 Learning to Develop Instructional Apps

315 Creating an Intentional Web Presence: Strategies for Educational Technology Professionals

340 MPD -Membership Meeting

357 MPD-Interactive Learning Environment Reflections of Professionals

357 Reflecting with a Virtual Expert in the Here and Now Mobile Learning Environment

357 Transmedia play to teach computer literacy, global thinking, and rudimentary instructional design: Instructors reflect on teaching with Broken Window

### NESLA (New England School Library Association)

### Organizational Training and Performance

036 OT&P -Board of Directors Meeting

097 OT&P-Innovative E-Learning

097 Innovating E-Learning in Organizations

099 OT&P-Advancing Knowledge Base

099 OT&P-Advancing the Knowledge Base: Presenting an Empirically Tested Model to Improve Human Performance and Organizational Effectiveness

116 OT&P-Poster Session 1

116 P21 OT&P- Collaboratively Designing an Online Teaching Professional Development Program from the Faculty Members' Perspective

117 OT&P-Roundtable Session 1

117 T35 OT&P- Collaborative Approach to Successful Virtual Teams

117 T36 OT&P- Using Digital Badges for Faculty Professional Development in Higher Education

120 OT&P-Poster Session 2

120 P18 OT&P- EdPlan: An Innovative Web-Based Solution for Strategic Planning and Continuous Improvement in Schools

122 OT&P-Roundtable Session 2

122 T44 OT&P- Applying Binder's Six Boxes Model to Improve Doctoral Student Retention and Completion

122 T45 OT&P- Needs Assessment Disasters: Problems in Conducting Performance Assessments and How to Prevent Them

122 T46 OT&P- Real Projects, Real Clients: Preparing Performance Improvement Practitioners for the Workplace

126 OT&P Pecha Kucha-Innovations in Doctoral Education

126 Preparing future instructional design leaders – Proposing a new and innovative doctoral program

149 OT&P-Technology Applicatioins in Training and Performance

149 Professional Skills for Computing Professionals: Are Universities Meeting Student and Industry Need?

149 Formalizing Instructional Quality Assurance in the Enterprise

175 OT&P-Entrepreneurial Mindset

175 PT&P- Entrepreneurial Mindset: What it does for Educational Technology?

278 OT&P -Membership Meeting

316 OT&P-Division Rebranding

316 Evolution of a Division - Rebranding the Division of Organizational Training and Performance

358 OT&P-Instructional Design and Communities of Practice

358 Informal Learning is Business as Usual: A Survey of Instructional Design and Performance Improvement Practitioners

358 Using a Backchannel to Build a Community of Practice in a Professional Development

358 Exploration of Factors That Contribute to Instructional Designers' Work Decisions

## Presidential Session

053 Presidential: Emerging Technologies Showcase

053 Use of mobile app: "Whatsapp" in an online teacher professional development

053 Slack and Colloboration

053 An Open Analytics System and Real-Time Student Dashboards

053 3Doodling for creativity and prototyping

053 Digital Badges

053 HOWARD (Helping Others With Argumentation and Reasoning Dashboard)

053 Creating Own Augmented Reality in Foreign Language Instructions

053 Using iBeacons and mobile technologies to support learning in outdoor community spaces

053 Using iPads with Multimedia Accessories for Project-Based Learning

053 Gamification and Learning Analytics: Building a bridge to 21st century assessment

053 Alexa and Echo - Online Learning with Amazon's Active Digital Assistant

053 OneNote for Course Design Management

053 Using Swivl for Video Capture with Automated Movement Tracking

053 Experiences with Solstice in Immersive and Active Learning Classrooms

053 Assistive Technologies for Equal Access in General Education

053 Using iBeacons and mobile technologies to support learning in outdoor community spaces

053 VR Gear: The Virtual Reality Frontier (with Demo Model)

053 Advancing Synchronous Interaction with UMU

053 Augmented reality as a way of linking metadata to images

053 Do you Diigo and Curriculet

053 User-centric design

053 Technology Training Course Using Articulate Storyline 2

075 Presidential: Blurred Lines: Preparing K-12 Instructional Technologists and School Librarians for Educational Entrepreneurship

098 Presidential: In Search of Uncommon Wisdom

150 Presidential: Using Games in the Classroom: Reports from Three Perspectives

176 Presidential: Technologies Enabling Instructional Designers to Build Their Own Dynamically Adaptive Tutoring Systems

198 Presidential: Informing our Field: How we Examine, Document and Disseminate Information about Trends and Issues in Instructional Design and Technology

230 Presidential: Multimedia in MOOCs: Best Practices for Cultural Inclusion

256 Presidential: AECT Major Online Reference Work – Learning, Design, and Technology: An International Compendium of Theory, Research, Practice and Policy

341 Presidential: Walking in Their Footsteps (or High Heels): AECT Women Discuss the Influence of the Women who Paved the Way

359 Presidential: Educational Technology and Instructional Design in East Asia: New Academic Programs and New Career Opportunities

## Research & Theory

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054 Conceptualizing and Investigating Instructor Presence in Online Learning Environments

054 Exploring Factors Associated with Unsuccessful Completion in an Online Science Course

055 RTD - Personalized Learning

055 Identifying the Relationship between Group Communication Behavior and Student Learning Style in Collaborative Learning: A Case of Inquiry-Based Learning Classrooms

055 Promoting Personalized Statistics Learning and Instruction through a Modeling Process in an Open Learning Environment

076 RTD - Instructional Practices

076 Case-Based Instructional Practices across Disciplines: A Multiple-Case Study from Law, Marketing, and Online Instructional Design Classes

076 Conceptions of Design and the Instructional Practices of Secondary Design Educators

077 RTD - Student Learning IV

077 A Study on the Influence of the School Engagement by Undergraduate Students on their Learning Outcomes

077 Making ethical design issues real in an online instructional technology course through community engagement activities

099 RTD - Statistics Learning

099 RTD-Making Statistics Matter: Connecting Statistical Inquiry to the Life of the Students

116 RTD - Poster Session 1

116 P22 RTD- An Analysis of Scaffolding Patterns in a Technology-Enhanced Inquiry-Based Classroom

116 P23 RTD- Assessing Geriatric Learners' Cognitive Processing using an EEG

116 P24 RTD- Gamification Facilitating the Development of the Online Training in a Large Organization

116 P25 RTD- How instructors diagnose group dysfunction

116 P26 RTD- The Effect of Using Podcasts on Students' Listening and Pronunciation Skills and Attitudes in Higher Education

117 RTD - Roundtable Session 1

117 T37 RTD- A Revision to the Revised Bloom's Taxonomy

117 T38 RTD- A citation analysis of the 2013-2015 empirical literature on Massive Open Online Courses (MOOCs)

117 T39 RTD- Constructivism and Critical Thinking in Virtual Learning Environments: A Literature Review

117 T40 RTD- Defining The Boundaries of Learning Communities

117 T41 RTD- Digital Wisdom Indicators and Skills

117 T42 RTD- Effects Of Multitasking Variables On Learning Performance In Web-Based Settings

117 T43 RTD- Examining how people participated the synchronous chat events in the #Edchat Community from 2009 to 2014

117 T44 RTD- Faculty Perceptions of Open Textbooks

117 T45 RTD- From Web Presence to Telepresence: Media Vividness and Interactivity in Historic Site Websites

117 T46 RTD- Making the Invisible Visible: Learning Analytics on a Wiki

117 T47 RTD- Measuring your Academic Impact: Articulating Faculty Productivity Using Social Network Analysis

117 T48 RTD- Moving Online Learning Out of the LMS

117 T49 RTD- Predicting Cyberbullying Victimization: Linking to Children and Parents' Perception and Understanding of Cyberbullying

117 T50 RTD- TechTrends year in review

117 T51 RTD- Theory-driven Process of Design-based Research

117 T52 RTD- Towards a Framework of Technological Knowledge as Content Knowledge

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151 Validation of the Electronic Learner Satisfaction Scale (eLSS)

151 The Effects of Technology-enhanced Formative Assessment on the Learning Process: A Meta-analysis

152 RTD - Research Methodology I

152 Limitations in Research Methodology Influence Pedagogical Agent Design

152 Methodological considerations in conducting EEG research using low-cost EEG devices

177 RTD - Research Methodology II

177 Sprinting to the Defense of Qualitative Studies: Rigorous Methods in Critical CinéEthnography and Transcendental Phenomenology Studies

178 RTD - Social Media

178 What makes class meaningful?: Examining salient factors in participatory learning with social media

178 Examining the Use of Facebook and Twitter as an additional social space in a MOOC

199 RTD - Technology Integration

199 [NR]An Examination of the Undergraduate Students' Attitudes towards Interactive Whiteboard via Association Rules

199 Using Virtual Worlds to Investigate Learning from Life Experiences

231 RTD - Research Studies I

231 The Elusive Construct of Emotion: An Interdisciplinary Critical Literature Review

231 How Visible are Women Scholars in Ed Tech? An Analysis of Journal Publication Rates

232 RTD - Studying Behaviors

232 Personal Characteristics Influencing the Perceptions of Importance of Factors for Choosing a Study Mode in Higher Education

232 Note-taking Behaviors in Online and Face-to-Face Sections of a Physics Lecture Course

257 RTD - Research Studies II

257 The Process of Developing and Creating an Academic Journal for Emerging Scholars: A Formative/Qualitative Study

257 Pedal To the Metal: Accelerating Expertise Through Mixed Methods Research

258 RTD - Student Learning II

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258 An Exploration of Social Ability and Collective Efficacy in CSCL Model of Learning

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279 Do Instructor Annotations on E-Textbooks Improve Learning?

279 Undergraduate biology students' use and attitudes toward digital textbooks

280 RTD - Problem-Based Learning

280 Effectiveness of Computer-Based Scaffolding in Problem-Centered Instructional Models for STEM Education: Bayesian Meta-Analysis

280 Group and Individual inquiry in college science classrooms: Who benefits?

299 RTD - Student Engagement

299 Examining students' engagement under graded and non-graded learning conditions in a flipped class

299 Promoting students' engagement through creating a real-world context project

300 RTD - Student Learning I

300 Levels of Reality: Effect of Presentation Formats on Middle Students' Ability to Pose Mathematical Problems

300 The Application of the Segmenting Principle: The Effects of Pause Time and Types in Instructional Animations

317 RTD - Research Publication I

317 Analysis of Conversations Regarding Trending Educational Technology Topics across Scholarly Research, Trade Journals, and Social Media

317 What Are We Talking About? An Analysis of the Last Decade of Research Published in Major Journals in Our Field

318 RTD - Student Learning III

318 Measuring Effectiveness of Instructional Games and Simulations

318 An Expert Facilitator's Use of Social Congruence, Cognitive Congruence, and Expertise in a Case-Based Instructional Design Course

342 RTD - Learning Analytics

342 Accelerating Learning with Analytics: Using Transaction Level Data to Identify Student Misconceptions

342 Readiness for Learning Analytics of Higher Education Institutions

343 RTD - Research Publication II

343 Publishing in Research Journals: Editors' Advice on Participating in the Research Conversation

360 RTD - Gaming

360 Mobile Gaming, Girls' Empowerment and Developing Nations: A Civic Engagement Project During Egypt's Transitional Democracy

360 The Common Core Standards in Video Games: A Deeper Look at What Boys Learn Through Video Game Play

361 RTD-Distinguished Development Award: The Field, the Foundations, and Change

### School Media & Technology

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057 SMT - Mobile learning in the K-12 classroom

057 Effects of Self-Control and School Adjustment on Smartphone Addiction in Elementary School Students

057 Using the Unified theory of acceptance and use of technology (UTAUT) as a lens to understand the integration of constructivist learning mobile learning

058 SMT Panel: Information Literacy in Online Schooling: Promises, Pitfalls, and Provision

058 Information Literacy in Online Schooling: Promises, Pitfalls, and Provision

079 SMT - BYOD and 1-1 initiatives in the K-12 classroom

079 BYOD policies, community, parent, and student access: Schools to bridge the digital divide

079 Bring Your Own Device-BYOD in K-12 Classrooms

079 Elementary School Teachers' Perspectives on a One-to-one iPad Initiative in the Classroom

101 SMT -STEM technology integration

101 Connecting to Nature Through Technology

101 SourceCode B46--Integrating Coding into the Elementary Classroom: A Pilot Study

101 uCode@UWG: A Kids' Club to Learn about STEM-C

117 SMT - Roundtables 1

117 T53 SMT- [NR]Accelerating Our Understanding of Instructional Technology Usage and Student Performance

117 T54 SMT- Embedded Librarianship

117 T55 SMT- Promoting and Validating the School Library Media Center with Research

117 T56 SMT- Interdisciplinary Curricula Design Utilizing the Library of Congress and the SOURCES Framework

122 SMT - Roundtables 2

122 T52 SMT- Collaborative Communication in the Classroom

122 T53 SMT- Driving Engagement through Student Voice and Choice

122 T54 SMT- Exploring Small Group Interaction in Online Collaborative Learning Environment

122 T55 SMT- Incorporating Electronic Storybooks into Shared Reading Programs by Kindergarten Teachers: A Multiple Case Study

127 SMT Pecha Kucha: An Innovative Statewide Approach to Bringing STEM Focused Education Technology to Teachers and Students

127 An Innovative Statewide Approach to Bringing STEM Focused Education Technology to Teachers and Students

133 SMT -Luncheon (Tastings Bar)

154 SMT -Membership Meeting (offsite)

180 SMT - Chromebooks and 1-1 integration in the K-12 classroom

180 A Phenomenological Study of New Technology Integration, Chromebook: Similarities and Differences among the Voices of Students, Parents, and Teachers

180 Teachers' First-Year Experience with Chromebooks and Their Attitude towards Technology Integration

201 SMT - Cyber schooling satisfaction and inputs

201 A Place for Us? Minority Parent and Student Satisfaction in a Cyber School

201 Homework in Cyber Schools: An Exploratory Study

233 SMT - Online learning frameworks, theories, and approaches

233 Application of the Adaptable Learning Theory Framework for Technology Enhanced Learning

233 Communities of K-12 Practice in Action: How Diverse Practitioners Work Together to Accelerate Students' Learning through Technology

233 Which One is the "Digital Native?" Understanding Student and Teacher Web Usage Patterns

259 SMT - Changing roles and responsibilities of school librarians

259 Enabling School Librarian Technology Leadership

259 From Invisible to Visible: The Ruling Relations that Inform Professional Practice in School-Based Brazilian Librarianship

281 SMT - Technology adoption and support

281 Barriers to Openness in K-12: Effects of District Size and Wealth on Open-Source Software Adoption

281 WordPress and Moodle Updated: Open-Source Learning Management Systems in 2015

281 Avoiding Red Herrings: Technology Planning and Support that Matters

319 SMT - Wearables and haptic interfaces in K-12 classsrooms

319 "Touch" to Learn: A systematic literature review of Touch User Interface (TUI) design in educational practices from 2004 to 2014

319 Using Digital Media to Improve Classroom Instruction

319 Using Wearable Technology to Support and Measure the Effects of Physical Activity on Educational Persistence

344 SMT - Gaming in the K-12 classroom

344 Games and Simulations: A Potential Future for Assessment

344 Environmental Literacy Game for 8th Grade

344 Integrating Mind Games into Language and Mathematics Courses: A Case Study

362 SMT - Differentiation of instruction and online readiness

362 Using the Data-Dashboards to Reclaim Teachers Abilities to Effectively Manage Instruction in Technological Learning Environments

362 Using Targeted Supports to Develop Online Readiness for K-12 Students

### SICET (Society of International Chinese in Educational Technology)

056 SICET - Online Learning Interactions and Technology Integration in Classroom

056 Learners' Perspectives of Interactions in Online Learning

056 Impact of Classroom Environment on Integrating Technology into Teaching and Learning

056 Self-Guided Learning of Individuals and Pairs in Second Life: A Case Study

078 SICET - Research and Studies on Chinese Learners

078 Understanding Life Experience Learning across US and Chinese Learners

078 Too Smart for the Old? : An Evaluation of English Language Learning Mobile Apps for Chinese Elderly Immigrants

078 Reenvisoning The Future: Destination ImagiNation In China

100 SICET - Research and Studies on Learning and Assessment Approaches

100 Analysis and Synthesis of Research on the Effects of Adaptive Instruction for Students' Learning Achievement by Learning Styles

100 Explore Research Apprenticeship Approaches in Doctoral Programs across Disciplines

100 Development of a Knowledge Assessment System Based on Concept Maps and Differential Weighting Approaches

118 SICET - Professional Development Tips for Faculty Members

118 Faculty Professional Development: How to Effectively Design and Teach an Online Course

118 One eLearning Production Tool that Faculty Must Have. And Yes, It's PowerPoint!

118 E-Portfolio: Innovative Form of Evaluation in Teacher Education

120 SICET - Posters 2

120 P19 SICET- College Faculty's Readiness of Open-Education: Scale Development and Faculty's Perceptions

120 P20 SICET- Effects of Online Learning Students' Use and Perceived Usefulness of Interactive Functions on Their Performance

120 P21 SICET- Phenomenological Study of ELP Teachers' Lived Experience of Teaching in New Generation Learning Spaces

120 P22 SICET- [NR]Using Cognitive Load Theory to Design and Develop Online/Blended Courses in Nursing Higher Education

122 SICET - Roundtables 2

122 T47 SICET- A Study of the Demographic Differences of Instructors in Using E-Textbooks in Higher Education

122 T48 SICET- Access or Flexibility? A Theoretical Exploration in a New Phase of Distance Education

122 T49 SICET- Access to Knowledge: Barriers and Opportunities for College Students in MOOCs

122 T50 SICET- An Evaluation of the Impact of Using iPads in Teacher Education

122 T51 SICET- The adoption of Interactive Whiteboard in Taipei City: Middle school teachers' view through UTAUT

153 SICET - Research and Practice with MOOCs

153 Formation of Self-organized Study Group Outside MOOCs – An Example with Chinese Students

153 Scaffolded Virtual Collaborative Lab: A guideline of Fostering Student-Centered Apprenticeship in a Hands-on MOOC

153 MOOCing Into The Future: A Second Year Report

179 SICET Keynote Presentations

179 Improve the Quality of Education through Research Integration and Effective Assessment

179 MOOCs in China - Applications, Opportunities, and Challenges

200 SICET General Session

### Teacher Education

020 TED -Board of Directors Meeting

059 TED-ST&C Panel: Taking a Systems look at Teacher Education for 21st Century Needs

059 Taking a Systems look at Teacher Education for 21st Century Needs

081 TED - Different Ways to Develop and Build Understanding in Teacher Education

081 Practice test as a class activity for pre-service teacher education

081 An Investigation of the Use of Digital Portfolios for Understanding Educators' Technology Knowledge

081 Pre-service Teacher's Performance and Perception of Quantitative and Qualitative Lesson Analysis Activity in an Instructional Technology Course

082 TED Panel: Implementing Open Badges in Three Preservice Teacher Education Programs: Challenges, Lessons, and Opportunities

082 Implementing Open Badges in Three Preservice Teacher Education Programs: Challenges, Lessons, and Opportunities

083 TED Panel: Ipads in Teacher Education: A Panel Discussion

083 Ipads in Teacher Education: A Panel Discussion

102 TED - Badges and Videos: Undergraduates Developing Education Resources

102 Undergrad but Not Under-Experienced: Employing Undergraduates as Instructional Design Assistants to Support the Creation and Use of Open Badges

102 Pre-service teacher perceptions of using the ICSDR model for One Minute video curations.

103 TED Panel: Cultivating University-School Partnerships to Support Research and Practice: The Jacobs Educator Program

103 Cultivating University-School Partnerships to Support Research and Practice: The Jacobs Educator Program

108 TED -Membership Dinner at Buca di Beppo

116 TED - Poster Session 1

116 P27 TED- iPad Integration Experience

116 P28 TED- The Influential Perceptions Regarding Faculty Decisions to Consider the Use of Web 2.0 Technology in Their Curricula

117 TED - Roundtable Session 1

117 T57 TED- A Case Study: What Gets Students in an Online Program to Flip Out Over Learning?

117 T58 TED- A holistic framework for teacher technology use

117 T59 TED- An Evaluation of Teacher Candidates' Experiences with Their Mentoring Teachers

117 T60 TED- Fostering a RISK FREE Environment for Preservice Teachers and Technology Integration

117 T61 TED- Reconsidering the road to change: A model for measuring leadership in developing TPACK ready teacher education programs

120 TED - Poster Session 2

120 P23 TED- How does iPad use enhance or detract from a study abroad experience.

120 P24 TED- Issues in activity to improve subjects and methods in university lesson through active learning using media

120 P25 TED- Language Teachers' Pedagogical Beliefs behind Their Technology Integration Practices and Visions

120 P26 TED- Supporting Change in Teacher Practice: Examining Teachers Professional Development for Technology Integration

122 TED - Roundtable Session 2

122 T56 TED- A case study of an online professional development program for middle level teachers

122 T57 TED- Constructing Technical Pedagogical Content Knowledge: Prepare Student-Teachers for Racing into the Future

122 T58 TED- Emergent Learning Paths and Pedagogical Implications for Faculty

122 T59 TED- Exploratory Analysis of a Motivation Focused Pre-Service Teacher Technology Course

122 T60 TED- Guiding Preservice Teachers' Critical Thinking about Effective Technology Integration

122 T61 TED- Preparing Instructional Technology Coaches for Learning Assessment

156 TED - English Language Learners and Art Teachers: IDT Considerations

156 Instructional Conversation: A Culturally Responsive Pedagogy for ELLs in K-12 settings

156 How K12 Art Teachers Use Technology to Support Teaching and Learning

157 TED - Using and Examining Models in IDT

157 Examining the Substitution Augmentation Modification Redefinition (SAMR) Model for Instructional Design and Technology Integration

157 The ICSDR model for video creation and curation: A roadmap for learner-created video

158 TED Panel: Inquiry in Teacher Education World Cafe

181 TED -Membership Meeting

202 TED - Classroom Technologies: Flipped or Coded

202 Fliperentiation - The In-Class Flipped, Blended Classroom Approach to Instruction

202 Training Elementary Teachers to Code and Engineer

203 TED - Self-Efficacy and Value Beliefs: Impacts on Integrating Instructional Technologies and Digital Literacies

203 The Relationship between Instructional Technology Self-Efficacy and the Integration of Instructional Technology into Pedagogical Practices

203 Teachers' Value Beliefs of Integrating Digital Literacies into their Classrooms

204 TED - Virtual Interviews and Online Teacher Conversations

204 Using virtual interviews with inservice teachers to positively influence preservice teachers' attitudes towards technology

204 What are They Tweeting About? Analyzing the Cognitive Dimension of Twitter Conversation among Teachers

205 TED Panel: Writing and Technology: Current and Future Research

205 Writing and Technology: Current and Future Research

235 TED - Perspectives and Experiences with New Ways of Teaching

235 Students' Voices in Using Technology to Flip Classroom

235 A case study of the nature and role of boundary objects in teacher professional development

236 TED - Short Term and Long Term: Impacts and Evolutions of Teacher Technology Practices

236 A Little Can Make a Difference: Impact of Technology-Enhanced, 4C's Focused Instruction on Lower Performing Students

236 Longitudinal study of teachers' technology integration knowledge, beliefs, and intentions/practices evolution: preservice to induction

237 TED Panel: Makerspaces in Higher Education: Design, Development, Implementation, and Research for Teacher Education and Beyond

237 Makerspaces in Higher Education: Design, Development, Implementation, and Research for Teacher Education and Beyond

261 TED - Online Professional Development

261 Online In-service Teacher Professional Development to Improve Teaching in Secondary Science: A Case Study

261 Shifting Gears: Accelerating Professional Development for Online Instruction

262 TED - Technology Intregration

262 Communicating in Science: Pre-Service Teachers and Digital Science Notebooks

262 Early Childhood Teachers Instructional Practices and Perceptions in 1:1 iPad Classrooms

263 TED Panel: Building Bridges: Cooperative Learning and Shared Research between Academia and Our Schools

263 Building Bridges: Cooperative Learning and Shared Research between Academia and Our Schools

284 TED - Peers and Collaborative Environments in Teacher Education

284 The Impact of Platform and Student Perception of Peers in a Collaborative Peer-Editing Environment

284 Promoting Teacher Candidates' Critical Reflective Thinking Using Videos in an Online Collaborative Environment

285 TED - Teachers and Game Design Experiences

285 Teaching to Teach (with) Game-Design: Game-design and Learning (GDL) Workshops for Preservice Teachers

285 The Effects of Game Design Experience on Teachers' Perceptions of Digital Games

286 TED Panel: Discussion on Professional Development to Support Technology Integration

286 Panel Discussion on Professional Development to Support Technology Integration

321 TED - Educational Games and Gamification

321 Using Educational Computer Games in the Classroom: Science Teachers' Attitudes, Perceptions, Readiness, and Support Needs

321 The Gamification of Mobile Learning Evaluated by the RETAIN Model

322 TED - Supporting and Improving Teacher Technology Use

322 Web 2.0 Tools Supporting Beginning Teachers in an Online Environment

322 Improving Teachers' Technological Pedagogical Content Knowledge through Digital Content Evaluation

323 TED - Technology Cases and Service Learning in Pre-Service Teacher Preparation

323 Integrating Technology-Enhanced Cases into a Teaching Methods Course: A Teacher Educator's Experience

323 Design Judgments in Redesigning a Service-Learning Project in a Standalone Educational Technology Course

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324 Dissemination Technologies and their Potential Uses in the Classroom and other Educational Settings

346 TED - Technology Use and Supervision During Field Experiences

346 Bringing the Field to the Supervisor: Innovation in Distance Supervision for Field-Based Experiences Using Mobile Technologies

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**My Notes:**