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AECT
ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS & TECHNOLOGY

Welcome to Las Vegas and the 2016 AECT International Convention!

Learning from Las Vegas, the theme for this year's convention, highlights the value of this meeting for us; learning from our peers and from experts in the field. What happens in Las Vegas won't stay in Las Vegas but will be integrated into our thinking for years to come.

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

This year we received proposals from around the globe that challenge our assumptions and reinforce our beliefs, proposals that both inform and intrigue, and proposals that are fresh ideas and reflections on established values. We encourage you to explore different aspects of educational technology learning, and instructional design, all shared here in our gathering.

From a selection process driven by our membership, we've designed a rich program, including special and presidential sessions, concurrent presentations, panel discussions, poster sessions and round tables. The choices are many with over 400 concurrent sessions, 18 different workshops, and three keynotes. The schedule also includes receptions, meetings, opportunities to connect and network with colleagues and new friends around the world . . . as well as a tango lesson.

Our Presidential sessions include:

- **Creativity in Learning and Instruction**
- **Big data in Education: Implications for Design**
- **Advancing Education (*a conversation between two keynote presenters*)**
- **Human Learning and Machine Learning: A Partnership for Creative Design**
- **Designing for Human Learning in the Anthropocene**
- **Women's Voices in the Field of Educational Technology**
- **IDT Professor's Forum**

Breakfast with Champions will be held at 7:30 Wednesday morning. This is a great opportunity for meeting the leaders in the field (Ballroom C). Tech Travesties continues on Thursday at 11:45 in Ballroom A. The 7th annual Fun Run/Walk occurs on Thursday morning.

Special sessions and services this year include the Arm Rest Studio Lounge and the Job Placement Center both in the Pavilion Walkthrough throughout the convention. All new participants in the convention are encouraged to attend the First Timers Orientation on Monday afternoon.

More information about these elements of the program can be found here in the program or through the online schedule.

We have three keynote presentations this year. On Tuesday afternoon, Cirque du Soleil will be presenting a Spark session, bringing the best of Las Vegas to the Convention. Their engaging style and capability to amaze can set the bar for any performance. On Wednesday afternoon, Philip Yenawine will present his work with Visual Thinking Strategies and the use of art to encourage discussion and learning. Our third keynote presenter, Dr. Barry Kudrowitz will present on Play and Creativity in the classroom. Both Yenawine and Kudrowitz will also interact in a unique combined discussion session.

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

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

We hope that everyone enjoys our gathering in Las Vegas!

Brad Hokanson
University of Minnesota
International Convention Chair

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

RESTAURANTS, RESTAURANTS AND MORE RESTAURANTS!

The Westgate Resorts boasts some of the best high-end restaurants, all at inside the resort. Also, there are a wide selection of other restaurants to fit everyone's budget. Many of the high end restaurants are located in the hallway leading to the Conference Center. Many others are located throughout the Casino and in the North Tower of the hotel. The Concierge Desk will assist you in reservations. We strongly recommend you make a reservation in advance as these restaurants sell out quickly. Call the hotel restaurant reservations for advance reservations. (800) 222-5361.

BENIHANA

The world-famous (and world's largest) Benihana, located inside Westgate Las Vegas Resort & Casino, offers one of the most exciting choices for a fine dining experience in Las Vegas! At Benihana, guests enjoy delicious Japanese menu options prepared exhibition-style by masterful chefs on Teppan grills. Exceptional choices include fresh sushi appetizers and entrées that feature free range chicken, New York strip steak, filet mignon and fresh lobster tail. The Benihana dining experience provides guests an authentic cultural adventure in a setting of lush Japanese gardens and flowing water features.

Open daily at 5 PM

Reservations: Call
(702) 732-5755 (8 AM – 4 PM) or
(702) 732-5821 (4 PM – 10:30 PM)

Group reservations, special group menus and private rooms are available.

Note: Benihana is a non-smoking restaurant.

Price: $30 and under

EDGE STEAKHOUSE

Edge Steakhouse takes you to the cutting edge of perfection. Enjoy an extensive menu that blends traditional American steakhouse favorites with an exciting array of specialty appetizers, creative entrées and innovative side dishes. The menu features top quality Aged Prime Steaks, Snake River Farm Wagyu Beef, fresh fish and seafood, and it includes more than a dozen other mouth-watering specialties. Guests can also indulge in a variety of unique tableside dining experiences, including a fresh seafood tower, a tableside prepared Caesar Salad and a delicious array of micro-desserts.

Hours: Open Tuesday - Saturday at 5 PM

Reservations: Call
(702) 732-5755 (8 AM – 4 PM) or
(702) 732-5277 (4 PM – 10 PM)

Group reservations, special group menus and private rooms are available.

Note: Edge Steakhouse is a non-smoking restaurant.

Open Table Winner Diner's Choice 2016

Price: $50 and over

FORTUNA

Open 24 hours a day, Fortuna features Starbucks coffee, delicious pastries, sandwiches and salads. Fortuna proudly serves Starbucks coffee, sandwiches, salads and pastries. Two seating areas provide an opportunity for you to relax, and mingle with friends, colleagues or future business partners. Keep up with the news on the TVs while you stay connected to the excitement at Westgate Las Vegas!

Hours: Hours: Sunday - Thursday 4 AM - 11 PM, Friday & Saturday 4 AM - Midnight

FRESCO ITALIANO

Fresco Italiano is Las Vegas' newest casual Italian dining experience, serving Trattoria style Italian cuisine that is imaginative, approachable, and affordable with an emphasis on freshness and simplicity. Start your journey with selections of hot and cold Antipasto served table side from our "dim sum" inspired rolling carts. Choose hand crafted flat breads fresh from our stone fired pizza oven and produced with imported Italian flour and our family secret recipes. Create your own pasta dishes by matching your favorite pasta with one of our freshly made sauces. Choose from our entrée selections; Bone in Veal Chop Parmigiano nesting on fresh Burrata, or Beef Short Rib over stuffed Tortellini Gigante or our Chicken Rustico slowly cooked in cast iron in its natural juices enhanced with fresh herbs and root garden vegetables. Our menu features a diverse selection of Meats, Seafood, Pasta, Risotto along with Gluten Free and Whole Grain Pasta offerings. Fresco Italiano invites you to dine with our family tonight in our Tuscan inspired Villa. No passport required. Full Bar and Wine List. Private Rooms and Group Dining Available.

Hours: Open Daily at 5 PM

Reservations: Call
(702) 732-5755 (8:00 AM – 4:00 PM) or
(702) 732-5277 (4:00 PM – 10:00 PM)

Group reservations, special group menus and private rooms are available.

FRESH BUFFET

The Buffet at Westgate Las Vegas Resort & Casino features all of your favorite buffet selections, as well as flavors from around the world ranging from Chinese cuisine to seafood specialties.

Hours: (Please contact the resort for specific hours at 702-732-5277.)

Dress code is casual.

Note: The Buffet is a non-smoking restaurant.

PIZZA HUT EXPRESS

Pizza Hut Express gives you easy access to your favorite personal pan pizza served hot out of the oven, as well as pasta, sandwiches and salads.

Hours: Open Monday - Thursday 12 PM - 8 PM,
Friday 12 PM - 10 PM,
Saturday 11 AM - 10 PM, Sunday 11 AM - 8 PM

RIKKI TIKI SUSHI

Enjoy fresh, authentic Japanese sushi at Rikki Tiki Sushi, which is located amid a peaceful setting that features lush gardens and the tranquil sounds of water cascading in the Koi pond.

Hours: Open Daily at 5 PM

Note: Rikki Tiki Sushi is a non-smoking restaurant.

SID'S CAFÉ

The menu items at Sid's Cafe are diverse and delectable, ranging from appetizers and salads to burgers, sandwiches, main plates and desserts.

Hours: Sunday-Thursday 7 AM – 10 PM,
Friday and Saturday 7 AM – midnight

Dress code is casual

Note: Sid's Cafe is a non-smoking restaurant

SILK ROAD ASIAN BISTRO

A delightful eatery in a comfortable and intimate setting in the heart of Benihana Village, the new Silk Road Asian Bistro utilizes several culinary styles from Asia to create a unique fusion of amazing ingredients, flavors and presentations.

Hours: Open Daily at 5PM

Reservations: Not required. The restaurant has open seating and accepts customers on a first-come, first-serve basis

Dress Code: Business casual

Note: Silk Road Asian Bistro is a non-smoking restaurant

Hours: Open Daily at 5PM

SUPERBOOK DELI

Ideally located in the heart of the world's largest race & sports book, the SuperBook Deli serves giant, freshly prepared New York deli-style signature sandwiches made only with the high-quality ingredients in a quick-service restaurant atmosphere. The menu at the SuperBook Deli includes burgers, salads and breakfast favorites.

Hours: Monday – Friday 11 AM - 4:00 PM,
Saturday 8 AM - 4:30 AM,
Sunday 9 AM – 4:00 AM

THE ICE CREAM SHOPPE

Open daily, The Ice Cream Shoppe proudly serves 12 all-natural ice cream flavors, as well as traditional sundaes, delicious milkshakes, ice cream soda favorites, Seattle's Best Coffee and Mombo's top-of-the-line, gourmet soft-serve custard for a tasty treat you'll want again and again.

Hours: Monday - Thursday, 12:00 PM – 8:00 PM,
Friday 12 PM - 10 PM, Saturday 8 AM - 10 PM,
Sunday 8 AM - 8 PM

THE INTERNATIONAL BAR

Take a seat and experience the worldly flair of the brand new International Bar! The International Bar, located just off the steps from the main lobby. The International Bar offers your favorite cocktails and beers, as well as games at the bar, comfortable seating and large screens to view your favorite sports.

WESTGATE ENTERTAINMENT

Whether you're here to enjoy a production show, classic rock concert or a cocktail and live band performance, Discover the legendary stomping grounds of Elvis and Barry Manilow at the last remaining great theater in Las Vegas, as well as our other spectacular venue for show-stopping entertainment in Las Vegas. Whether you're here to enjoy a production show, classic rock concert or a cocktail and live band performance, the venues at Westgate Las Vegas Resort & Casino have something for everyone! Accessible seating is available for all shows. To purchase tickets, please call the Westgate Las Vegas Resort & Casino Box Office at (800) 222-5361. Accessible tickets are not available online.

THE INTERNATIONAL WESTGATE THEATER

The last remaining great showroom in Las Vegas, Its 1600-seat International Westgate Theater is defined by its crystal-clear sound, mammoth stage and seating within 87 feet from the stage. Elvis graced this stage by performing 837 consecutive sold-out shows in Las Vegas. Discover some of the best Las Vegas shows in the world-famous International Westgate Theater. As of this printing, the theater is dark. You may call the ticket reservations number 800-222-5361 to inquire about future bookings.

WESTGATE CABARET

Purple Reign: The Prince Tribute Show
Presented by the Entertainment Productions, Inc.

Award-winning Prince Tribute Show, Prince Reign, featuring Jason Tener as Prince, returns you to the era and blistering performances that made "The Artist" an international superstar.

Show Days: Wednesday through Saturday

• Ages: 18+
• Time: 9:00 PM • Location: Westgate Cabaret
• Price*: General Admission ($49 plus service charge), VIP ($69 plus service charge)

Purple Reign Package available: $89. Includes pre-seating and VIP seats, plus t-shirt and autographed photo (includes tax and service. All prices include live entertainment tax.)

Cameo
Cameo brings a fun and in-your-face show with a classic funk sound to the Westgate Cabaret. Comparable to Parliament Fundadelic early on. Cameo was a trendsetter through the 70's and 80's and even influenced early R&B and hip-hop acts. Their biggest hit, "Word Up" made it to number six on the pop chart in 1986, giving them their biggest bit of the main stream

• Show Date: Thursday - Sunday • Time: 7:00 PM• Location: Westgate Cabaret • Ages: 5+

• Price: Golden Circle with Meet and Greet $129*, Golden Circle $99*, VIP $79* and GA $69*

*Plus taxes and fees.

SEXXY
An intimate setting for Las Vegas shows, the Westgate Cabaret creates a more personal stage show experience, located adjacent to the Casino. Enjoy Jennifer Romas in "SEXXY", Las Vegas' newest Topless Revue, the award-winning "Prince" tribute show, Purple Reign, featuring Jason Tenner as Prince and legendry 80's band Cameo. Venues at Westgate Las Vegas Resort & Casino have something for everyone!

• Show Days: Wednesday – Saturday • Time: 10:30 PM • Location: Westgate Cabaret • Ages: 18+

• Price: General Admission ($39.95 plus tax & service charge), VIP ($59.95 plus tax & service charge)

SHOPPING RIGHT HERE AT THE WESTGATE RESORT

A true shopper's paradise, Las Vegas is home to some of the best shopping in the world and much of it can be found right here at Westgate Las Vegas Resort & Casino. With a diverse array of Las Vegas shops, Westgate Las Vegas is prepared to add to your wardrobe, toiletries and more without requiring you to leave the hotel. In our lobby, you're sure to find that perfect souvenir or snack. Slip into a ravishing outfit for your night on the town courtesy of Blyss Accessories & Apparel or stock up on sundries at the Paradise Gift Shop. Shopping in Las Vegas has never been as gratifying or convenient!

PARADISE GIFT SHOP

Gifts, accessories, jewelry, snacks, sun care products and (limited) swimwear accessories can be purchased at Paradise Gift Shop.

Hours: 24 hours a day, seven days a week

BLYSS ACCESSORIES & APPAREL

Ideally located in the North Tower Retail Promenade Blyss features ladies apparel and accessories at great prices.

Hours: Sunday – Thursday, 11:00 AM to 7:00 PM; Friday & Saturday: 11:00 AM to 8:00 PM

LOCAL INFORMATION

MENS WEST MENSWEAR

Men's casual sportswear, gifts and accessories for the business or vacation traveler. Located in the North Tower Retail Promenade.

Hours: Sunday – Thursday, 11:00 AM to 5:00 PM; Friday & Saturday: 11:00 AM to 8:00 PM

BLING BY BOGATTI

Get "More Bling, Less Sting" at Bling by Bogatti, which offers sterling silver cubic zirconia jewelry for a fraction of the cost.

Hours: Daily 9:00 AM to 11:00 PM

NECTAR BATH TREATS

Inspired by edible sweet treats made from natural ingredients we maintain our desire to stay true to the brand by hand-crafting each individual soap and bath treat with love and care right here in Las Vegas, Nevada USA.

Hours: 10:00 AM to 8:00 PM

THE SOURCE ELECTRONICS

Electronics, gadgets and more

Hours: 10:00 AM to 8:00 PM

THE CABANA SHOP

The Cabana Shop features a full line of swimwear and sun-care products.

Hours: Daily, 10:00 AM to 6:00 PM (weather permitting)

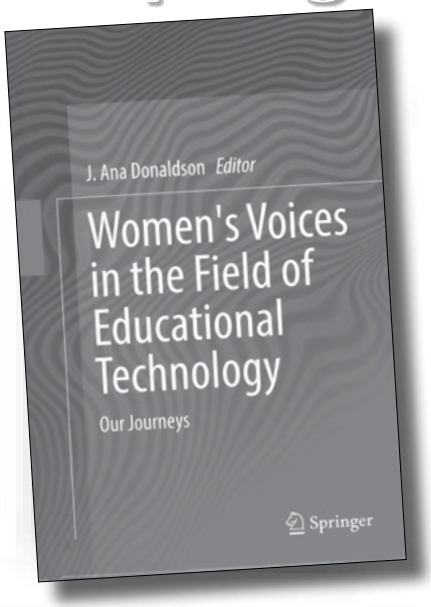
CONVENTION CENTER KIOSK

Open during all major convention periods, the Convention Center Kiosk offers beverages and snacks for sale.

Hours: Open based on convention traffic.

RECEPTION & BOOK SIGNING

Springer Reception & Book Signing



Wednesday, October 19
Conference Center – Ballroom B
3:30 – 4:30 (prior to keynote)

Buy your AECT Discounted Book

Over 20 chapter authors will be present to sign your copy

Free light refreshments provided. Everyone is invited.

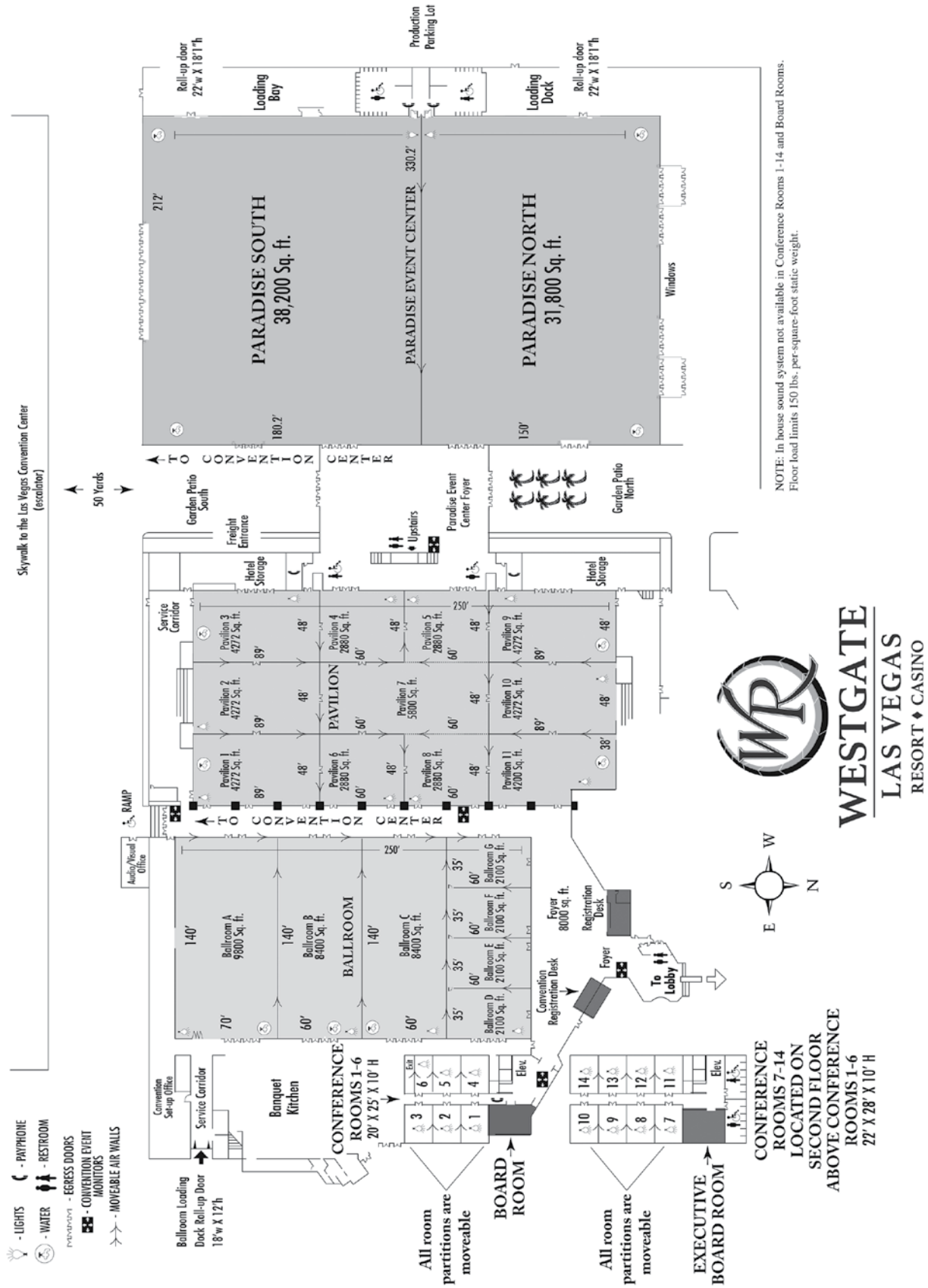
BREAKFAST WITH CHAMPIONS

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. Come join us for this exciting event on *Wednesday, October 19th from 7:30 a.m. to 8:45 p.m.* in *Ballroom C of the Conference Center*. Tickets are still available for purchase. The following leaders in our field are waiting to enjoy breakfast with you:

Cengiz Hakan Aydin
Danilo Baylen
MJ Bishop
Curt Bonk
Rob Branch
Abbie Brown
Ward Cates
MaryFriend Carter
Ali Carr-Chellman
Marcus Childress
John Curry
Camille Dickson-Deane
Peg Ertmer
Michael Grant
Chuck Hodges
Dirk Ifenthaler
James Klein
Eugene Kowch
Barbara Lockee
Trey Martindale
David Merrill
Wes Miller
Stephanie Moore
Kyle Peck
Kay Persichitte
Tom Reeves
Robert Reiser
Mike Spector
Monica Tracey
George Veletsianos
Jan Visser
Ellen Wagner
David Wiley

BWC Coordinator & Host:
Ana Donaldson Northern Iowa, Retired

HOTEL FLOOR PLAN



HOTEL FLOOR PLAN

CIRQUE DU SOLEIL

Tuesday, 3:45-5:00 PM, October 18, 2016

Where better than in Las Vegas to witness a keynote presentation by the world-famous Cirque du Soleil! This special keynote will take convention attendees into the technology-rich world behind the magic of a Cirque du Soleil show. Founded in 1984, this Canadian entertainment company is now the largest theatrical producer in the world. The enterprise maintains both resident and touring shows, which permit a large number of audience members to experience a variety of innovative and enthralling performances. Cirque du Soleil is renowned for combining artistry and acrobatics in ways heretofore unknown. Much of the artistry relies on exquisitely managed performance technology, coordinating lights, music, and a range of apparatus, such as trapezes and high wires, as well as highly trained physical performers. Las Vegas is home to eight Cirque du Soleil shows, from O at the Bellagio to Mystère at Treasure Island. Music lovers will be captivated by Michael Jackson ONE at the Mandalay Bay and The Beatles LOVE at the Mirage. And then there's KÁ, an elaborate production that combines acrobatics, martial arts, puppetry, and pyrotechnics.

For a preview go to YouTube: https://youtu.be/Pmqz_gdiY8o. AECT International Convention participants will have an opportunity to purchase discount tickets to performances, which performs at the MGM Grand.

PHILIP YENAWINE

Visual Understanding in Education (VUE)

Wednesday, 4:45-5:45 PM, October 19, 2016

A second keynote presen-tation will feature Philip Yenawine, co-founder of VUE, a nonprofit educational research organization that develops and studies ways of teaching visual literacy and using art to teach thinking and communication skills. He is a leader in developing Visual Teaching Strategies, or VTS (http://www.vtshome.org). Yenawine comes to this endeavor with a rich background in the arts. He was Director of Education at the Museum of Modern Art from 1983 to 1993, served as a consulting curator at the Institute of Contemporary Art from 1992 to 1994, and taught art education as a visiting professor at Mass College of Art during the 1993-94 academic year. Yenawine is the author of How to Look at Modern Art, Key Art Terms for Beginners, and six children's books about art. Yenawine serves as an ambassador for VTS, speaking at museums and other forums in the United States and abroad.

KEYNOTE SESSIONS

BARRY KUDROWITZ

University of Minnesota Twin Cities

Thursday, 9:15-10:15 AM, October 20, 2016

A third keynote presentation titled, *Play and Creativity in the Classroom* will feature Barry Kudrowitz, Assistant Professor of Product Design at the University of Minnesota Twin Cities. He received his Ph.D. at the Massachusetts Institute of Technology in the Mechanical Engineering Department, studying creativity, humor, and idea generation. His work combines design, art, and entertainment. Barry (see http://www.wonderbarry.com) recently created a partnership called Popcorn Tuba LLP, which released a game for iPhone called Word Bounce. Other activities have included hosting and producing a design television pilot in 2005 called Designerds! and working with a team of graduate students to design and patent a new form of coring endoscopic biopsy needle that preserves tissue histology. Barry paints, draws, sculpts, and animates. He played guitar and sang in a gypsy rock band, performed on stage in a Music Theatre Guild production of Cabaret, and has written two children's novels. He also is a poet and rap artist, in 2004 capturing the title of "Orlando Grand Slam Master" and ranking 25th Greatest Slam Poet in the World at the World Poetry Competition.

TECH TRAVESTIES

Are you looking for the latest research outcomes from leading scholars in the field of **IDT**?

Do you wish to know more about current innovations and exciting future trends in learning and performance?

If so, this ***Tech Travesties*** session is definitely not for you.

If, on the other hand, you would like to hear presenters make fun of leading scholars in the field, ridicule current innovations, and question the validity of most everything we do, you will not want to miss this presentation.

Plus, there really isn't anything else to do during this time slot!

When: Thursday, October 20 from 11:45 am to 12:45 pm

Where: Conference Center – Ballroom A

Who:

Kyle L. Peck (Pennsylvania State University)
Thomas C. Reeves (The University of Georgia)
Marcus Childress (Baker University)
Marshall G. Jones (Winthrop University)
Steve Harmon (Georgia State University)
Barbara Lockee (Virginia Tech)

CONVENTION AT-A-GLANCE

Monday, October 17

7:00am – 5:00pm	AECT Convention Registration
7:00am – 5:00pm	Technology Help Center
8:00am – 11:30am	AECT Board of Directors
8:00am – 5:00pm	NSF Early Career Symposium
8:00am – 5:00pm	Book Store Open
8:30am – 4:00pm	AECT Professional Development Workshops
10:30am – 4:30pm	Division Board Meetings
11:30am – 1:00pm	AECT Leadership Luncheon
1:00pm – 4:00pm	Division Meetings
1:00pm – 4:00pm	DD-IDT Professors Forum
4:30pm – 5:30pm	First Timer's Meeting

Tuesday, October 18

7:00am – 5:00pm	AECT Convention Registration
7:00am – 5:00pm	Technology Help Center
7:00am – 8:00am	Interns Meeting
8:00am – 5:00pm	Book Store and Partners Tables
8:00am – 5:00pm	AECT Committee Meetings
8:00am – 5:00pm	Arm Rest Studio Lounge
8:00am – 5:00pm	Committee Meetings
8:00am – 3:15pm	Concurrent, Roundtables and Poster Sessions
8:00am – 1:00pm	NSF Early Career Symposium
9:00am – 12:00pm	AECT Professional Development Workshops
1:00pm – 3:30pm	Job Placement Center
1:00pm – 3:15pm	AECT Foundation Board of Trustees
1:00pm – 3:15pm	AECT/D&D Instructional Design Competition
2:15pm – 3:15pm	Presidential Session: Creativity in Learning and Instruction
3:45pm – 5:00pm	**AECT First General Session** ***A Cirque du Soleil Spark Session - "Technology and Training at Cirque du Soleil"***
5:15pm – 6:15pm	**AECT's Welcome Reception**
8:00pm – 10:00pm	GSA-D&D On the Town
8:00pm – 10:00pm	Tango Dancing
8:30pm – 9:30pm	Presidents International Affiliates Reception (By invitation only)

Wednesday, October 19

7:00am – 5:00pm	AECT Convention Registration
7:00am – 5:00pm	Technology Help Center
7:00am – 7:30am	Interns Meeting
7:30am – 9:00am	*Breakfast with Champions*
8:00am – 5:00pm	Book Store and Partners Tables
8:00am – 5:00pm	Arm Rest Studio Lounge
9:00am – 4:00pm	Jenny K. Johnson International Hospitality Center
9:00am – 4:00pm	Job Placement Center
9:15am – 10:15am	Presidential Session: Sparking the Creative Process: A Mid-Conference Creative Break
9:15am – 4:30pm	Concurrent, Roundtable and Poster Sessions
8:00am – 5:00pm	AECT Committee Meetings
9:15am – 11:30am	DD Showcase

11:45am – 2:00pm	DD/RTD Awards Luncheon and Membership Meeting
11:45am – 12:45pm	KSET Luncheon
11:45am – 2:00pm	CLT Luncheon and McJulien Outstanding Paper Presentation
11:45am – 12:45am	GSA Member Meeting & Luncheon
1:00pm – 2:00pm	***Presidential Session**:* Big Date in Education: Implications for Design ***Special Session:*** Paralleling Women as President of AECT with Changes in the US Law and Social Norms
2:15pm – 3:15pm	***Special Session:*** Competency-Based Education: Why you should be Paying Attention
2:15pm – 3:30pm	***Special Session:*** Women's Voices in the Field of Technology
2:15pm – 4:30-pm	***Presidential Session**:* Designing for Human Learning in the Anthropocene
3:30pm – 4:30pm	***Special Session:*** Book Signing "Women's Voices in the Field of Educational Technology"
4:45pm – 5:45pm	***AECT Second General Session Keynote – Phillip Yenawine - Thinking Strategies***
6:00pm – 8:30pm	International Dinner/Silent and Live Auctions
6:30pm – 8:30pm	GSA 3MT Competition Preliminary Round

Thursday, October 20

7:00am – 5:00pm	AECT Convention Registration
7:00am – 5:00pm	Technology Help Center
7:00am – 8:00am	AECT 6th Annual 5K Fun Run/Walk
7:00am – 8:00am	Interns Meeting
8:00am – 5:00pm	Book Store and Partners Tables
8:00am – 5:00pm	Arm Rest Studio Lounge
8:00am – 5:00pm	AECT Committee Meetings
8:00am – 4:30pm	Concurrent, Roundtable and Poster Sessions
8:00am – 9:00am	***Presidential Session:*** My 50+ Year Search for Effective, Efficient, and Engaging Instruction
9:00am – 4:00pm	Jenny K. Johnson International Hospitality Center
9:00am – 4:00pm	Job Placement Center
9:15am – 10:15am	***Third General Session: Keynote – Barry Kudrowitz, "Play and Creativity in the Classroom"***
10:30am – 11:30am	***Presidential Session:*** Advancing Education, Phillip Yenawine and Barry Kudrowitz
11:45am – 12:45pm	***Special Session:*** Technology Travesties
1:00pm – 2:00pm	***Presidential Session:*** Human Learning and Machine Learning: A Partnership for Creative Design
1:00pm – 2:30pm	Past President's Council Luncheon and Meeting
2:30pm – 4:30pm	AECT Foundation Board of Trustees
3:30pm – 4:30pm	***Presidential Session:*** Implementing Burke Connection Mapping for Creative Insight into Content and Design
4:45pm – 5:45pm	**AECT Membership Meeting, AECT/AECT Foundation Awards**, and ***"Meet the Candidates"***
6:00pm – 7:30pm	Joint University Reception
8:00pm – 10:00pm	GSA/INTL On the Town

Friday, October 21

7:00am – 12:00pm	AECT Convention Registration
7:00am – 12:00pm	Technology Help Center
7:00am – 12:00am	Book Store
7:00am – 8:00am	Interns Meeting
8:00am – 10:00am	2017 AECT Convention Planning Committee
8:00am – 12:00pm	AECT Board of Directors
9:00am – 12:00pm	AECT Professional Development Workshops

GENERAL INFORMATION

Convention Registration

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

AECT Registration Desk and Hours

The AECT Registration desk is located on the main level of the Conference Center at the Westgate Resort Hotel.

Hours:

Sunday, October 16	12:00pm – 7:00pm
Monday, October 17	7:00am – 5:00pm
Tuesday, October 18	7:00am – 5:00pm
Wednesday, October 19	7:00am – 5:00pm
Thursday, October 20	7:00am – 5:00pm
Friday, October 21	7:00am – 12:00pm

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.

AECT Book Store
Main Level, Conference Center

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. We are located near the AECT Registration Desk.

Social Media, Pavilion Walk-Through #AECT16

Use #AECT16 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 #AECT16 hashtag.

Hours:

Tuesday 1:00pm-4:00pm
Wednesday 9:30am – 12:00pm & 1:00pm – 4:00pm
Thursday 9:30am – 12:00pm & 1:00pm – 4:00pm

Program Updates

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

Facilitators for Pecha Kucha Sessions Only

Facilitators for the Pecha Kucha Sessions should check in at the AECT Technology Help Center, 30 minutes prior to the session which you are scheduled to facilitate. At check-in, you will receive the materials necessary to facilitate the session you have been assigned. If you are no longer able to facilitate a session, please contact Yu-Ju (Sharon) Lin at sharonlin90@gmail.com, as soon as possible to arrange for a replacement.

AECT Technology Help Center
Conference Room 1, Main Level, Conference Center

AECT's Technology Help Center is open Monday through Friday, 7:00am-5:00pm, Saturday,7:00am -12pm 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 Conference Center, Pavilion Walk-Through, Main Level, Conference Center

The Jenny K. Johnson Hospitality Center is a welcome center open to all international convention attendees. The center is designed to allow international delegates with similar interests and concerns an opportunity to network, relax and meet colleagues with similar interest and concerns an opportunity to network, relax, and meet colleagues with similar professional interests. Volunteers from the International Division will be on hand to assist international delegates whenever possible. Hours are Wednesday and Thursday, 9:00am –4:00pm.

Arm Rest Studio Lounge, Pavilion Walk-Through, Main Level Conference Center

AECT wishes to welcome all our members and guests to the 2016 Convention! First Timers, Retired Members, International Members, Graduate Students, and ALL attendees... there will be coffee and tea available between the hours of 9:00am and 11:00am on Tuesday, Wednesday, and Thursday. There will also be a few charging stations available 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 8:00am - 5:00pm, Tuesday through Thursday.

Graduate Student Center – Conference Room 15, 2nd Level Conference Center

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.

Research Proceedings

AECT's Convention Research Proceedings, Vol. 1 and Vol. 2, will be available online after the convention, as a downloadable member benefit. Members will be notified by email announcement when the proceedings are available online. Advanced orders for print copies for the 2016 Convention Research Proceedings can be purchased for $80.

Job Placement Center – Pavilion Walk-Through, Main Level, Conference Center

Does your institution or organization have an upcoming opening? Are you in the job market? Stop by the Job Placement Center to post a position description or check out the open positions listed and chat with one of our volunteers about reserving the interview. Please feel free to contact Jerry Hubbard, Job Center Coordinator, at jerry.d.hubbard@gmail.com if you have any questions.

The Job Placement Center is open 1:00pm-3:30pm Tuesday; 9:00am-4:00pm, Wednesday; and 9:00am-4:00pm Thursday with the exception of the hours of the General Sessions, and Technology Travesties.

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

Job Center Information:
http://bit.ly/AECT16JobCenterInfo

Virtual Job Center Board:
http://bit.ly/AECT16VirtualJobCenter

Position Posting Form:
http://bit.ly/AECT16PositionPosting

Position Interest Form:
http://bit.ly/AECT16PositionInterest

Interview Room Schedule Form:
http://bit.ly/AECT16scheduleInterview

Job Center Interview Room Schedule:
http://bit.ly/AECT16InterviewRoomSchedule

Tango Dancing

Join Brad Hokanson, Incoming President of AECT and his friends on Tuesday, 8pm-10pm for the time of your life. They will be providing Tango lessons to any and all who wish to attend. Don't miss this opportunity to get out for an evening of fun.

AECT 6th Annual 5K Run/Walk

AECT is proud to host the 6th Annual 5K Run/Walk. This event, coordinated by Jennifer Banas, is

scheduled Thursday, 7am-8am. No prior registration is necessary. Meet in the main hotel lobby, close to the front desk, by 6:45am to participate. Be sure to wear comfortable running/walking shoes and lightweight clothing. And, remember to bring your own bottled water.

Lost and Found

Lost and found items can be turned in to the AECT Registration Desk located in the main level of the conference center. We will make every effort possible to return a lost item to its rightful owner.

Westgate Resort Hotel Services

Westgate Las Vegas Resort & Casino (formerly the LVH - Las Vegas Hotel & Casino) is celebrated for its expansive variety of suites, abundant onsite amenities, superb customer service and prime location adjacent to the Las Vegas Convention Center. Westgate Las Vegas Resort & Casino boasts an extraordinary array of services and amenities, from the World's Largest Race & Sports Book to the world-famous Benihana. In addition, Westgate Las Vegas Resort & Casino offers a Las Vegas Monorail onsite for easy access to the rest of the excitement on the Las Vegas Strip.

Address:

The Westgate Resort and Casino

3000 Paradise Rd, Las Vegas, NV 89109

Check-In Time: 3 PM
Check-Out Time: 11 AM

Free Parking

A wide variety of services are offered at the Westgate Resort Hotel. Take advantage of the services and amenities they offer.

Mobility Service

The Westgate Resort is happy to assist you with the rental of a wheelchair or scooter. Simply call the Westgate Concierge Desk at 702-892-3315. Wheelchair Rental is $10 per day; Scooters are $40 per day. You will need to stop by the Concierge Desk upon your arrival and complete the paperwork. The scooter will be available for pick up at the bell stand desk located on the main level near the hotel registration desk.

Please have the following information and a valid credit card available when you call.

Name

Hotel Confirmation Number

Begin Rental Date

End Rental Date

Daytime Telephone Number

Cell Phone Number

Credit Card Number and Expiration Date

Tell the agent whether you wish to rent a Wheelchair or a Scooter. Also let the agent know if wish to rent a standard size scooter or an oversized scooter.

FedEx Office Business Center, Westgate Resort
Located at the end of the Ballroom South Foyer.

Phone: 702-862-4104, E-mail: usa5711@fedex.com

Hours of Operations: 7am – 7pm ,7 days a week.

Holiday hours may vary; please call to confirm.

Full service business center with printing, copying and binding services

Computer rental, scanning, faxing and internet available 24 hours, 7 days a week

Place an order online or stop by our center conveniently located within the meeting and convention space.

We print signs, banners, posters, tent-cards, brochures, flyers or presentations

Faxing Services Binding Services

Computer Rental Graphics Services

Packing Services Express & Ground Shipping

Concierge Services

The Concierge Desk at the Westgate Resort provides guests with access to the most extensive selection of shows, restaurant reservations, tours and front-of-the line4 nightclub passes. Be sure to book services in advance for the best tickets and seats.'

Also, feel free to tap our experts for general Las

Vegas information, directions and maps.

Location: Main hotel lobby next to the hotel Registration Desk.

Contact Information: (800) 222-5361, Option 3.

Fitness Center

Keep active during your stay in our brand new state-of-the-art Fitness Center. The fitness Center is located by the [pp; deck. The fitness center features cardio equipment, free weights and weight machines. Admission includes use of fitness equipment, spas, steam rooms. Robes, towels, sandals lockers, safe deposit boxes, bottled water, juices, fruit and other amenities.

Highlights:

Reservations: 702-732-5648

Hours: Daily 6am-8:00pm

Location: 3rd Floor Pool Deck

Admission: $20 (one day), $36 (two days), $51 (three days), $75 (five days).

Westgate Resort Swimming Pool

The Westgate Resort swimming pool offers brand new pool cabanas and daybeds, for the perfect mix of rest and relaxation. The pool also features a 25-seat hot tub, a bar, a grill and retail store.

Hours: Daily 9am-6:00pm

Location: 3rd Floor Pool Deck

Cabana Rental: Monday-Thursday: $150 full day/$75 Half-Day Rental.

Saturday/Sunday: $200 full day/$100 Half Day.

Cabana Reservations: 702-32-5111. Ask for "cabana reservations".

SPA

Escape to Serenity Spa at the Westgate Resort during your stay. Relax, rejuvenate and renew your mind, body and spirit. The treatments have been designed to instill deep, soulful relaxation and each service is completely customized to each guest. This world class Spa boast a full menu of rejuvenating spa services and spa treatments, including massages, body wraps, facials and much more.

Tennis

Tennis anyone? Remember to pack your racquet and partake in a friendly tennis match at one of the tennis courts at the Westgate Resort. Westgate is home to some of the best Las Vegas courts, complete with a pro shop, as well as beginner and intermediate classes. There are six hard courts, four of which are lighted for night play. In addition, a ball machine is available for those tennis players determined to perfect their serves. Note: All tennis court usage is by reservation only.

Six Hard Courts (four lighted)
Private and Group Lessons
Tennis Welcome Center
Court Rentals
Ball Machine

Reservations: (702) 732-5009

Reservation Hours: 8 AM – Noon

All guests must check in at the Pro Shop located on the 3rd floor past the pool

Court Rental: $20/hr. (guests); $25/hr. (non guests); $10/hr. (local residents

Racket Rental: $10 per person

Ball Machine Rental: $35/hr.

Private Lessons: $75/hr (guests); $85/hr. (non guests) $65/hr. (local residents)*

**Local residents must show a valid local I.D. and Players Club card to take advantage of the discounted rates.*

Golf

Make your Las Vegas vacation truly special by teeing off at the exclusive Las Vegas Country Club (LVCC), which lies adjacent to Westgate Las Vegas Resort & Casino! A pristine 18-hole golf course with bent grass greens, the LVCC offers beautiful views of the Las Vegas cityscape and provides a truly unique visual experience to accompany the finely manicured course. Our long-standing relationship with the LVCC allows our guests an exclusive opportunity to play on this world-class, private Las Vegas golf course. Play on the same course as professional golfers, as the LVCC once hosted the PGA's Las Vegas Invitational and the

LPGA's Takefuji Classic. Remember the scene from the movie Casino, where the airplane lands on the fairway? That was all filmed on location at the LVCC. Plan your golf adventure today!

Daily golf tee Times: $59 One-Day Golf Special per person! Features 18 holes of golf. Mandatory golf cart for additional fee.

To reserve tee times, please call our VIP Lounge at 702-732-5427 (Sunday-Thursday, 8am-8pm and Friday-Saturday, 8am-midnight. Ask about our golf discounts for Players Club members!

Transportation from the Westgate Resort Las Vegas Monorail

The strip is just a quick ride away. As a guest at Westgate, all the excitement of the world-famous Las Vegas Strip is just a quick ride away. Westgate Las Vegas is proud to be the most conveniently located Las Vegas Monorail hotel – offering a station onsite for easy ravel to the Strip. Simply buy affordable tickets at our indoor Ticketing Desk (located by the Bell Desk) or at of our outdoor kiosks and get whisked away to a nearby show, nightclub, restaurant or casino without having to wait in line for a cab.

Should you have any questions about pricing or the Las Vegas Monorail route, please call 866-4MONORAIL (866-466-6672) or visit www.lvmonorail.com. Put this number in your cell phone should you need to get directions back to the Westgate.

Highlights:

Indoor Ticketing Desk Hours: Sunday-Thursday, 9am-pm, Friday and Saturday, 9am-9pm.

Outdoor ticketing Kiosk Hours: 24/7

Outdoor Ticket Booth Hours: Friday-Sunday, 10am-6pm.

Transportation Services

Enterprise Rent-a-Car is an ongoing American success story. Our guiding principles, ad humble beginning, revolve around personal honesty and integrity. We believe in strengthening our communities one neighborhood at a time, service our customers as if they were our family, and rewarding hard work. These things are true today as they were when we were founded in 1957. Book your reservation today

LASexpress Airport Transportation Service provides the "first of its kind" cost effective Xpress direct nonstop service between McCarran International Airport and the Westgate Las Vegas Resort. Advance reservations are required and transfers may be easily booked in advance online on the secure web site www.westgateairport.com or by calling LASexpress directly 702-472-8688. Guests will receive boarding passes, eliminating the frustration of securing transportation onsite and avoiding long taxi lines. LASexpress also offers luxury limousines.

Lyft - Rides in Minutes

Whenever you're headed, count on Lyft for rides in minutes. The Lyft App matches you with local drivers at the tap of a button Just request and go!

Step 1: Download the Lyft App on your smartphone

Step 2: Enter WESTGATERESORT in the Payment Section/Promo Code Area

Step 3: Request a Lyft

AECT Educational Partners – Tabletop Exhibits, – *Ballroom South Lobby*

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 Thursday:

Exhibit Hours: Tuesday, October 18, 9:00am – 3:30pm
Wednesday, October 19, 9:00am – 4:30pm
Thursday, October 20, 9:00am – 4:30pm

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

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

AECT Foundation
Contact: Stephanie Moore
E-mail: stephanie.moore@virginia.edu

ELMO USA Corporation
Contact: Matt Takekoshi
E-mail: takekoshi@elmousa.com

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

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

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

University of Tennessee
Contact: Lisa Yamagata-Lynch
E-mail: Lisayl@utk.edu

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

TUESDAY OCTOBER 18

My 50+ year search for Effective, Efficient and Engaging Instruction
2:15 pm to 3:15 pm
Conf Ctr - Ballroom A

Presenter: ***M.David Merrill***, Retired Utah State University
Reflections on a Four Decade Search for Effective, Efficient and Engaging Instruction

WEDNESDAY OCTOBER 19

Sparking the Creative Process: A Mid-Conference Creative Break
9:15 am to 10:15 am
Conf Ctr - Ballroom A

Presenters: ***Gurupreet Khalsa***, University of South Alabama; ***Sylvia Rogers***, University of South Alabama; ***Franklin Ard***, University of South Alabama

Give a boost to your creative potential in this fun, interactive, social session to break up the long stretches of heavy academic thinking. Come join us in wordsmithing for no other purpose than to enjoy the creative process. We'll work individually and collaboratively in activities to create poetry and reflections, build relationships, and share ideas in a non-threatening and judgment-free environment.

Presidential: Big Data in Education: Implications for Design
1:00 pm to 2:00 pm
Conf Ctr - Ballroom A

Presenter: ***Christopher J Dede***, Harvard Graduate School of Education

Data-informed instructional methods offer tremendous promise for increasing the effectiveness of teaching, learning, and schooling. Yet these advances can be realized only if designs for instruction are optimized for collecting and analyzing the full range of data necessary to improve learning and assessment. Based on two NSF-funded workshops on big data in education, this session provides guidelines on how to design for data-based teaching and learning that advances educational outcomes for every student.

Designing for Human Learning in the Anthropocene [2 hr]
2:15 pm to 4:30 pm
Conf Ctr - Ballroom A

Presenters: ***Jan Visser***, Learning Development Institute; ***Elizabeth Boling***, Indiana University; ***Ron Burnett***, Emily Carr University of Art and Design; ***Carlo Fabricatore***, University of Huddersfield; ***Brad Hokanson***, University of Minnesota; ***Jonathan M Spector***, Department of Learning Technologies; ***Yusra Laila Visser***, Illinois State University; ***Alfonso Montuori***, California Institute of Integral Studies; ***Lene Rachel Andersen***, Next Scandinavia

Panel Session will call for critical reflection on what is really relevant when it comes to 'Designing for Human Learning in the Anthropocene.' A growing body of scientific literature exists suggesting that it is time to stop doing 'business as usual.' We are becoming painfully aware that there is something wrong in the relationship between humans and their planetary environment. The complex nature of the problems we have to deal with calls for a different kind of thinking and thus also for a different vision of what it means to learn. This, in turn, has implications for how we conceive of 'design for learning.

THURSDAY OCTOBER 20

Creativity in Learning and Instruction
8:00 am to 9:00 am
Conf Ctr - Ballroom A

Presenters: ***Kay Persichitte***, Univ of Wyoming; ***Brad Hokanson***, University of Minnesota; ***Jonathan M Spector***, Department of Learning Technologies; ***Miguel Nussbaum***, Pontificia Unversidad Catolica de Chle; ***M.David Merrill***, Retired Utah State University
Authors from a forthcoming special edition of Educational Technology will examine the development of creativity and critical thinking in learners. Beginning with an understanding that learning should not be limited by declarative information, they examine relevant aspects of the development of cognitive skills.

Advancing Education
10:30 am to 11:30 am
Conf Ctr - Ballroom A
A free flowing conversation between our two keynote speakers, Philip Yenawine, creator of Visual Thinking Strategies, and Barry Kudrowitz,product designer, inventor, and food designer. This open-ended session is designed to respond to questions from audience members and to connect with new ideas in education and learning.

Human Learning and Machine Learning: A Partnership for Creative Design
1:00 pm to 2:00 pm
Conf Ctr - Ballroom A

Presenter: ***Thomas C. Reeves***, The University of Georgia
There is growing concern about what some see as a race between human learning and machine learning. A more optimistic perspective views deep learning algorithms as having enormous potential to extend human creativity, especially in design fields such as engineering, architecture, and instructional design. For example, engineers collaborating with deep learning software are producing new designs that neither humans nor machines could develop alone. This session explores the future of deep learning in educational technology.

Implementing Burke Connection Mapping for Creative Insight Into Content and Design
3:30 pm to 4:30 pm
Conf Ctr - Ballroom A

Presenter: ***Richard Ingram***, James Madison University
This proposal reports a Category 3 research methodology for the study of creativity. Burke Connection Mapping provides a loose formalism for promoting fruitful serendipity and/or intellectual insight based upon the juxtaposition of disparate elements and/or the strength of weak ties among knowledge elements leading to the discovery of intriguing "imaginative patterns on the web" by novice as well as expert learners across disciplines. These session describes a technique for implementing such mapping.

Major Reference Work

What IS a Major Reference Work?

An online Major Reference Work (MRW) co-sponsored by AECT and Springer entitled 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, instruc-tional 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 they can include interactive elements.

AECT ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS & TECHNOLOGY

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WEDNESDAY OCTOBER 19

Breakfast with Champions (preregistration required)
7:30 am to 9:00 am
Conf Ctr - Ballroom C

The 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. Tickets are only $5.00.

CLT - Luncheon and McJulien Scholar Best Paper Presentation (preregistration required)
11:45 am to 12:45 pm
Conf Ctr - Pavilion 6
A *Foundational Theories of Social Media Tools and Cultural Competency: A Systematic Literature Review*, Lequisha Brown-Joseph, Sandy Nunn and Michelle Hill, University of Phoenix

The use of social media tools provides users with enhanced skills to create and share information to influence society and the global community. However, a key issue concerns whether the increased use of social media reflects improved communication using cultural competency. Though theoretical foundations exist in the literature for social media and cultural competency, few studies synthesize these constructs and provide strategies. This presentation presents results of a literature review study to address these issues.

D&D / RTD - Awards Luncheon (preregistration required)
11:45 am to 12:45 pm
Conf Ctr – Pavilion 4

Celebrate D&D/R&T Divisions' Award winners at the luncheon. D&D Membership meeting immediately after the luncheon.

GSA - Membership Meeting and Pizza Luncheon (preregistration required)
11:45 am to 12:45 pm
Conf Ctr - Conference Rm 14

Join us for our annual GSA meeting and Luncheon! Meet our new GSA President, Tara Drexler, who will start her term during this session and hear about her 2016-2017 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 2017-2018.

KSET - Luncheon (preregistration required)
11:45 am to 12:45 pm
Conf Ctr - Ballroom G

Please join us and get together with other KSET members.

SMT -Lunch (Sid's Cafe)
12:00 pm to 1:00 pm
Conf Ctr - Off Site Locations

The 2016 SMT luncheon will occur at Sid's Cafe, which is located at off the main casino. Ordering of lunch will be individual choice. Be sure to stay for the membership meeting that will follow immediately after lunch.

International Division Annual Dinner Buffet and Auction (preregistration only)
6:00 pm-6:30 pm - Silent Auction
6:30 pm-7:30 pm - Buffet Dinner
7:30 pm-9:00 pm - LIVE Auction
Conf Ctr - Pavilion 4

Please join us for the International Division Dinner and Auction. Even if you do not attend the buffet dinner, all are invited to the **Live Auction scheduled to begin at 7:30 pm.**

THURSDAY OCTOBER 20

University Reception
6:00 pm to 7:30 pm
Conf Ctr - Ballroom B

Please join us for the AECT Joint University Reception.

EMERGING TECHNOLOGY SHOWCASE

This session will showcase the emerging technologies being used by innovative AECT members.

Thursday, October 20th from 8:00 to 9:00 am

Conference Center, Ballroom C

Addressing Technophobia: Empowering students through the innovative use of Wikispaces and Google Community *Albert Akyeampong, Kevin Cordi, Ohio Northern University*

Tarzan: The Programmer *Ali Alshammari, Purdue University*

No Connectivity? No Problem! Content Access Point: Providing Digital Content to Areas with Little or No Connectivity *Alesha Baker, Joshua Baker, Tutaleni I. Asino, Oklahoma State University*

Equine Supplementation *Lauren Brizgys, Brandon Rice, Colleen Brady, Purdue University*

Big Data and analytics for big wins: Environmental cues, readiness indicators, and select analytics applications *Lisa Giacumo, Steven W. Villachica, Boise State University; Jeroen Breman, Northwest Lineman College*

Augmented Reality in Children's Books: Godsend or Gimmick? *Marybeth Green, Lisa McNair, Texas A&M University Kingsville*

IOLab: Physics Labs in the Palm of Your Hand *Melissa Hicks, Penn State*

VoiceThread: Audio-visual feedback for online project development *Jody Lawrence, University of Minnesota*

Horses in Agriculture Online: Designing, Developing, and Evaluating an Online Museum Exhibit Using Instructional Design Methodology *Elise Lofgren, Colleen Brady, Judith Lewandowski, Purdue University*

Create intuitive learning: Tools that make your data come alive *Jin Mao, Wilkes University; Baiyun Chen, University of Central Florida; Juhong Liu, James Madison University*

Embodied pulley physics: The development of hands-on user interaction in virtual reality *Jewoong Moon, Xinhao Xu Florida State University; Sungwoong Lee, Emporia State University*

Creating 4D Learning Environments with iPads *Rob Moore, NC State University*

Using Revision Assistant to Collaboratively Support the Writing Process *Kalianne Neumann, Theodore J. Kopcha, The University of Georgia*

Creating high quality engaging educational videos/content using freely available tools on Apple products (iPad and Macbook) *Paa Kwesi Nyamko-Krampah, Nasiha Arif, Audrey Naa Korkoi Komey, Ohio University*

Interactive Video Tools for Instruction *Mounika Ragula, Mary Szabo, Indiana State University*

Purdue Passport: A Badging System in Education *Brandon Rice, Lauren Brizgys, Colleen Brady, Purdue University*

Methods of providing online and/or hybrid instruction and training using Microsoft Office Mix and Microsoft OneNote *Monica Rysavy, Russell Michalak, Goldey-Beacom College*

Technology that could address Braille Literacy Crisis *JooYoung Seo, Penn State Univeristy*

Augmented Reality Information Overlay Mapping: Bridging the Gap Between Virtual and Direct Learning Experiences *David Squires, The University of Georgia*

Retro Gamer *Sarah Stager, Penn State Univeristy*

ClassGotcha: a goal-oriented, personalized online learning management system (LMS) *Hengtao Tang, Qiyuan Li, Simo Wu, Xiang Li, Kyle Peck, Penn State*

3Doodler - 3D printing pens *Jennifer Weible, Kevin Cunningham, Central Michigan University*

The Use of Google Apps (Google Classroom, Google Drive: Forms, Sheet and Google Hangout) as research tools. *Nicola Wills-Espinosa, Universidad Casa Grande*

2016 AECT International Convention Program Planning Committee

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

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Acknowledgements

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NSF/AECT EARLY CAREER SYMPOSIUM

The 2016 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

Dr. Peggy A. Ertmer is Professor Emerita of Learning, Design and Technology at Purdue University. Her research has focused on the impact that student-centered instructional approaches and strategies on learning including the impact of case-based instruction on higher-order thinking skills, the effectiveness of a student-centered, problem-based learning approach to technology integration and STEM education, and strategies for facilitating higher-order thinking and self-regulated learning in online learning environments. She is also known for her work in helping students become expert instructional designers through the use of case- and problem-based learning methods. She is the founding editor of the Interdisciplinary Journal of Problem-based Learning, an open-access, peer-reviewed journal and is co-editor of four editions of the ID CaseBook: Case studies in instructional design. Dr. Ertmer also served as a content expert for a series of videos (http://www.edutopia.org/video/five-keys-rigorous-project-based-learning) about project-based learning for Edutopia, a George Lucas Educational Foundation. She has published over 75 peer-reviewed articles and has been cited nearly 20,000 times on Google Scholar. In 2014, Dr. Ertmer received the David H. Jonassen Excellence in Research Award from AECT and was selected to join the 2015 Class of AERA Fellows.

Dr. Atsusi "2c" Hirumi is an Associate Professor of Instructional Design & Technology at the University of Central Florida. He earned his PhD in Instructional Systems from Florida State University, MA in Educational Technology from San Diego State University, and BS in Biology with secondary teaching certification from Purdue University. His research centers on e-learning, experiential learning and simulation-based training. He has worked with universities, K-12 schools, medical institutions, and the military across North and South America, Asia and the Middle East to establish online and hybrid training and educational programs. He has published over 30 refereed journal articles, 16 book chapters, and has made over 100 presentations at international, national and state conferences, including invited keynote speeches for professional organizations in the USA, Canada, Mexico, Brazil, China and Iran. He is the editor three books on the Grounded Design of Online and Hybrid Learning Environments, and a book on Playing Games in Schools. His awards include the AECT Research and Theory Division Award for Outstanding Research Proposal, Army Training dL Maverick Award for leadership in distance learning, the Texas Distance Learning Association award for Commitment to Excellence and Innovation, and the WebCT Exemplary Online Course Award.

Dr. Florence Martin is an Associate Professor and Program Director of the Instructional Systems Technology program at University of North Carolina, Charlotte. She received her Doctorate and Master's degrees in Educational Technology from Arizona State University. Prior to her current position, she was a tenured Associate Professor at University of North Carolina Wilmington. Dr. Martin's research focuses on designing and integrating online learning environments to improve learner motivation and engagement to achieve effectiveness

in learning. Dr. Martin believes in enhancing quality in online learning and recently created an Online Learning and Teaching concentration within the Instructional Systems Technology program at UNC Charlotte. She currently teaches 100% asynchronously online and has her five courses Quality Matters certified. She was a fellow with the Institute for Emerging Leadership in Online Learning (IELOL) in Summer 2016 which is a unique blended-learning leadership development program sponsored by Penn State and the Online Learning Consortium. Dr. Martin served as the President of Multimedia Production Division in 2012-2013 and is the incoming President-elect (2016-2017) of Division of Distance Learning for AECT. She is also the Vice President for Marketing and Communications with ISPI Charlotte.

Dr. Joi Moore is a Professor and Director for the School of Information Science & Learning Technologies at the University of Missouri. In addition, she is a Core Faculty member in the MU Informatics Institute and an Affiliated Faculty in the Black Studies Department. She received her B.S. in Computer Science and M.S. in Management from North Carolina State University, both focusing on a minor in Management Information Systems. She earned her Ph.D. in Instructional Technology from the University of Georgia – with a cognate area of Management Information Systems. Her research areas include Human Computer Interaction, Usability Engineering, and Pedagogical Usability. She is the author of over 30 journal articles, 4 books, and 12 book chapters. She received the 2005 Outstanding Book Award for the AECT Teacher Education Division, as well as several awards at the University of Missouri-Columbia.

Dr. 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.

SYMPOSIUM PARTICIPANTS

Junior Faculty

Dr. Jered Borup, George Mason University
Dr. JaeHwan Byun, Wichita State University
Dr. Sungwoong Lee, Emporia State University
Dr. Jiangmei Yuan, University of West Virginia
Dr. Binbin Zheng, Michigan State University

Doctoral Students

Yan Chen, Northern Illinois University
Kyung Kim, Pennsylvania State University
Rick Richardson, Idaho State University
Hengtao Tang, Pennsylvania State University
Aaron Thomas, University of Florida

SYMPOSIUM COORDINATORS

Dr. Ginger Watson is the Professional Development Coordinator of the Research and Theory division. She is an Associate Professor of Instructional Design & Technology at Old Dominion University where is a core faculty member and Director of the Cognition & Learning Lab at the Virginia Modeling, Analysis, and Simulation Center. She received her Ph.D. from the University of Iowa and M.S. & B.S. degrees at Southern Illinois University Carbondale. She has over 27 years of experience developing and using high-fidelity simulators, simulations, and virtual environments, including 15 years in senior and chief scientist positions. Her current research interests include design, cognition, and learning in simulation and virtual environments. The backbone of this research is the use of physiological measures to objectively and continuously assess attention, immersion, and cognitive processing. She served for three years as a board member to the Design & Development division, was a recipient of the 2014 AECT Presidential Award, and was a faculty mentor for Early Career Symposium in 2013. She is a former Link Foundation Fellow in Advanced Simulation and Training. She is the author of over 40 peer-reviewed publications and has received grant funding totaling over $20M.

Dr. Jenny S. Wakefield is the Professional Development Coordinator-Elect for the Research and Theory division. She is an Instructional Designer and Teaching Fellow at the University of North Texas working for the Department of Community and Professional Programs. She completed her Ph.D. in Learning Technologies earlier this year at the University of North Texas. She holds a M.S. in Instructional Design and a B.A.A.S. in Applied Technology and Performance Improvement. Her recent work includes supporting learning of 21st century students in higher education using technologies such as in the design, development, and implementation of Old Alton, a computer applications course delivered using transmedia storytelling with alternate reality game components at UNT, the use of virtual worlds in the UT Dallas Student Second Life Success Program which she designed and implemented, and the online course design for the UT Dallas Freshman course UNIV1010. Jenny has published research and theory journal articles and book chapters on instructional design and the use of social media, games for learning, simulations, virtual worlds, and transmedia in education.

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 and provides opportunities for these skills to further develop as graduate students and new professionals transition into careers in educational communications and technology. The ICEM Internship recognizes an international graduate student with an interest in international education and the significant potential to provide future leadership for AECT and in the broader international field. The Jenny Johnson International Internship recognizes a non-US citizen graduate student or new faculty member who exemplify the international education dedication. If you have any questions about the program, please contact aect-intern-chair@aect.org.

Eric Stauffer – Strohbehn Intern

Eric Stauffer is a doctoral fellow in Instructional Design and Technology at Virginia Tech. His dissertation research focuses on the design and development of self-regulated learning models for online instruction in higher education. In addition to his current research, Eric teaches online graduate courses in educational technology in the department of Learning, Technology and Leadership Education at James Madison University and is a government contracted instructional designer. Eric is currently the Graduate Student Assembly representative to the AECT Board of Directors and is the column editor of "Graduate Member Musing" in *TechTrends*.

Lisa Kidder – Cochran Intern

Lisa Kidder is a doctoral candidate at Idaho State University with an anticipated graduation date of May 2017. She has been active in AECT for three years. Her dissertation is looking at the impact of course organization in the LMS on cognitive load. Other research interests include improving teaching and learning, educational technology, and the experience of the teacher in online courses.

Dr. Yvonne Earnshaw – Cochran Intern

Dr. Yvonne Earnshaw is a Lecturer at the University of North Texas in the Department of Technical Communication. Her research interests are in intelligent tutoring systems, usability in technical communication, and service-based learning. Dr. Earnshaw graduated from Florida State University in 2014 with a Ph.D. in Instructional Systems, specializing in usability and human-computer interaction. She is an active member of AECT and has served as a Design & Development (D&D) Division Board Associate and as the GSA representative to the D&D Division.

Tonia A. Dousay
University of Wyoming
2016 Intern Program Coordinator

Dr. Daisyane Barreto – Cochran Intern

Dr. Daisyane Barreto is an Assistant Professor at University of North Carolina at Wilmington in the Department of Instructional Technology, Foundation and Secondary Education. Her research focuses on the use of emerging and interactive technologies such as games to support both teaching and learning. Dr. Barreto graduated from University of Georgia in 2015 with a Ph.D. in Learning, Design and Technology and is an active member of AECT, currently serving the Planning Committee Co-Chair for the AECT GSA 3MT Competition.

Stijn Van Laer – Jenny Johnson International Intern

Stijn Van Laer is a doctoral candidate at the Centre of Instructional Psychology and Technology (KU Leuven, Belgium) with an anticipated graduation date of October 2018. His research focuses on the design of blended learning environments that support learners' self-regulation. Stijn has been involved in different European networks with regard to learning and instruction. It is his first year as an active member of the AECT network.

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Chairs: Jill Stefaniak, Old Dominion University and Matthew Schmidt, University of Cincinnati

Time: Wednesday, October 19, 2016, 9:15–11:30am

Location: *Conference Center, Pavilion Walkthrough B (7)*

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. See instructional design in practice. Chat with designers and see the results of their work.

A Salamander Tale and an Edible Journey: Learning Strategies Applied to Museum Exhibits
Jeffrey Rollins, Purdue University
Sunnie Watson, Purdue University

But Wait--There's More!: Using Branding Strategies and the ARCS Model of Motivation within an Interactive Module to Recruit Undergraduate Students
Judith Lewandowski, Purdue University
Kristyna Oates, Purdue University

Design and Development of a Flipped Engineering Classroom, Makecourse-Art
SANGHOON PARK, University of South Florida
Howard Kaplan, University of South Florida
Rudy Schlaf, University of South Florida

Human Performance Analysis: Application of General Systems Theory
Elizabeth Igoe, University of North Carolina Wilmington

Needs Assessment
Yasin Yalcin, Florida State University
James Klein, Florida State University

NextGen KidsMath: Restoring Playfulness in Mathematics Education
Lingguo Bu, Southern Illinois University Carbondale
Harvey Henson, Southern Illinois University Carbondale
Karen Renzaglia, Southern Illinois University Carbondale
Sedonia Sipes, Southern Illinois University Carbondale

The instructional design of Roadtrip: A computerized driving game to improve listening
Ginger S Watson, Old Dominion University
Stacie Ringleb, Old Dominion University
Kathryn S Schwartz, Old Dominion University
Anastasia M Raymer, Old Dominion University

2016 AECT AWARDS

Annual Achievement Award
George Veletsianos, Royal Roads University;
Royce Kimmons, Brigham Young University

Cross-Cultural Research Award (supported by KSET)
Spencer P. Greenhalgh, **Matthew J. Koehler**, Michigan State University *Teachers, Twitter, and Terrorism: Combining Research Methods to Study Online Educational Conversations in France*

David H. Jonassen Excellence in Research
Richard Mayer, University of California at Santa Barbara

Distinguished Service Award
Ana Donaldson, AECT Past President

J. Michael Spector Appreciation Award
David Merrill, Retired Utah State University

Jerrold E. Kemp Endowed Lecture Series
Dennis Beck, University of Arkansas;
Scott Warren, University of North Texas
Immersive Digital Art Experiences for Art Curation

Special Service Award
Charlie Riegeluth, Indiana University

Special Service Award
Nancy Hastings, University of West Florida

AECT INTERNSHIP AWARDS

Earl F. Strohbehn Internship Award
Eric Stauffer, Virginia Tech University

Lee W. Cochran Internship
Daisyane Barreto, University of North Carolina-Wilmington; **Yvonne Earnshaw**, University of North Texas; **Lisa Kidder**, Idaho State University

AECT PRESIDENTIAL AWARDS

Presidential Award
Cindy York, Northern Illinois University
for her extended Service & Leadership as Chair of the Leadership Development Committee

Presidential Award
Jaesam Chung, Ewha Womans University
or his dedication to AECT and extending our international presence with the Korean Society for Educational Technology (KSET)

Presidential Award
Linda L. Campion, East Carolina University
for her service and leadership as 2015 Conference Co-Planner (Indianapolis, IN)

Presidential Award
Jill Stefaniak, Old Dominion University
for her leadership and dedication as Co-chair of the AECT Design and Development Competition for many years

Presidential Award
Patricia Slagter van Tryon, East Carolina University
for her leadership and dedication as Co-chair of the AECT Design and Development Competition for many years

AECT Emerging Leader
Jason Engerman, Penn State University

AECT Emerging Leader
Paige Harrison Hale, Eastern Kentucky University

AECT Emerging Leader
Wendy Gentry, Virginia Tech

CULTURE LEARNING AND TECHNOLOGY DIVISION AWARDS

Exceptional Service Award
Akesha Horton, Concordia University Chicago

Exceptional Service Award
Camille Dickson-Deane, University of Melbourne

Exceptional Service Award
Peggy Ann Lumpkin, Young Harris College

AECT McJulien Graduate Student Scholarship Award *(plaque supported by Routledge Publishing)*
Hengtao Tang, Penn State University

CULTURE LEARNING AND TECHNOLOGY DIVISION AWARDS *(continued)*

McJulien Scholar Best Paper Award
(plaque supported by Routledge Publishing)
Sandra G. Nunn, **Lequisha Brown-Joseph**, **Michelle Susberry-Hill**, University of Phoenix
Foundational Theories of Social Media Tools and Cultural Competency: A Systematic Literature Review

DESIGN AND DEVELOPMENT DIVISION AWARDS

Nova Southeastern Univ. Award for Outstanding Practice by a Graduate Student
Rob Moore, North Carolina State University; **Yan Chin**, Northern Illinois University
Rob Moore: *Land Use e-Learning Library Project*
Yan Chin: *A Mobile-Assisted Chinese Language Instructional Design for Young Chinese Heritage Learners: My New Science Discovery*

Outstanding Book Award
Abbie H. Brown, East Carolina University; **Tim D. Green**, California State University, Fullerton
Brown, A. H., & Green, T. D. (2015). *The essentials of instructional design: Connecting fundamental principles with process and practice.* London: Routledge.

Outstanding Journal Article Award
Andrew Tawfik, Northern Illinois University; **Hui Rong**, **Ike Choi**, University of Georgia
Tawfik, A. A., Rong, H., & Choi, I. (2015). *Failing to learn: towards a unified design approach for failure-based learning. Educational Technology Research and Development*, 63(6), 975–994. doi:10.1007/s11423-015-9399-0

Outstanding Practice Award
Designers for Learning http://studio.designersforlearning.org/fall2015openabedesign/team/ Project Name: *"OpenABC MOOC"*

Robert M. Gagne' Award for Graduate Student Research in Instructional Design
Andrea Gregg, The Pennsylvania State University
Dissertation Title: *Online graduate students' experiences with asynchronous course discussions*
(Dissertation Chair: Ali Carr-Chellman)

Presidential Service
Ward Cates, Retired Lehigh University

Presidential Service
Wilhelmina Savenye, Arizona State University

DIVISION OF DISTANCE LEARNING AWARDS

Best Practice, 1st Place
Amy Grincewicz, **Bethany Simunich**, Kent State University *"Online Classroom Examples and Ideas: A Showcase Course"*

Best Practice, 2nd Place
Victoria Lowell, **Iryna V. Ashby**, Purdue University
"Building a Collaborative Online Learning Community Through the Development of Professional and Interpersonal Competencies"

Best Practice, 3rd Place
Jongpil Cheon, Texas Tech University; **Steven Crooks**, Idaho State University; **Marjorie Jenkins**, TTUHSC Laura W. Bush Institute for Women's Health ; **Robert Casanova**, Texas Tech University Health Sciences Center *"Sex and Gender Specific Health (SGSH) Online Learning System"*

Book Award, 1st Place
Curtis J. Bonk, Indiana University; **Mimi M. Lee**, University of Houston; **Thomas C. Reeves**, National University *"MOOCs and Open Education Around the World"*

Book Award, 2nd Place
Joseph Rene Corbeil, **Maria Elena Corbeil**, University of Texas Rio Grande Valley; **Badrul H. Khan** *"The MOOC Case Book: Case Studies in Design, Development, and Implementation"*

Burmeister Award, 1st Place
Joanna Dunlap, University of Colorado Denver *"Instructionally-Sound Strategies for Faculty Workload Reduction in Online Courses: Getting Some Shuteye Revisited"*

Burmeister Award, 2nd Place
Yeol Huh, Emporia State University *"Exploring Ways Online Teachers Teach Self-Regulated Learning Skills to Students in U.S. Online K-12 Schools"*

Burmeister Award, 3rd Place
Kun Huang, Mississippi State University; **Victor Law**, University of New Mexico; **Sang Joon Lee**, Mississippi State University *"Examining the Relationship between Learners' Epistemic Beliefs and Perceptions of Online Learning"*

Crystal Award, 1st Place
Penny Ralston-Berg, Penn State World Campus *"The Italian 001, 002, and 003 Online Course Series"*

Crystal Award, 2nd Place
Bethany Simunich and Amy Grincewicz, Kent State University *"A Pathway to Excellence: Kent State's Online Faculty Development"*

Crystal Award, 3rd Place
Paul McKimmy, University of Hawaii at Manoa College of Education *"Technologies for Academic Success (LTEC 112): An Innovative Competency-based Online Course"*

Journal Article: Application-Based, 1st Place
Ken-Zen Chen, **Patrick R. Lowenthal**, **Christine Bauer**, Boise State University *"Effectiveness and student perceptions of high-enrolment health studies online courses"*

Journal Article: Application-Based, 2nd Place
Ruth Gannon Cook, DePaul University; **Kathryn Ley**, University of Houston Clear Lake *"Overlooking the obvious: How to use semiotics and metaphors to reinforce e-learning"*

Journal Article: Application-Based, 3rd Place
Robert L. Moore, University of North Carolina at Chapel Hill *"Importance of developing community in distance education courses"*

Journal Article: Qualitative, 1st Place
Patrick R. Lowenthal, Boise State University; **Charles B. Hodges**, Georgia Southern University *"The effects of web conferencing on the community of inquiry in online classes"*

Journal Article: Qualitative, 2nd Place
Sheri Stover and **Yoko Miura**, Wright State University *"The adolescent community of engagement: A framework for research on adolescent online learning"*

Journal Article: Qualitative, 3rd Place
Jered Borup, George Mason University; **Richard E. West**, Charles R. Graham, **Randall S. Davies**, Brigham Young University *"In search of quality: Using quality matters to analyze the quality of massive open online courses (MOOCS)"*

Journal Article: Quantitative, 1st Place
Donghom Kim, **Yeonjeong Park**, **Meehyun Yoon, Il-Hyun Jo**, University of Georgia *"Toward evidence-based learning analytics: Using proxy variables to improve asynchronous online discussion environments"*

Journal Article: Quantitative, 2nd Place
Alan R. Belcher, **Barbara M. Hall**, **Kathleen Kelly**, **Keith L. Pressey**, Ashford University *"An analysis of faculty promotion of critical thinking and peer interaction within threaded discussions"*

Journal Article: Quantitative, 3rd Place
Qiang Hao, University of Georgia; **Ewan Wright**, University of Hong Kong; **Brad Barnes**, **Robert Maribe Branch**, University of Georgia *"What are the most important predictors of computer science students' online help-seeking behaviors*

Presidential Service Award
Anthony A. Pina, Sullivan University System

(awards continued on p. 40)

Please Join Us for the AECT Joint University Reception on Thursday, October 21st from 6:00 to 8:00 pm in the *Conference Center, Ballroom B*

Arizona State University
Host: Wilhelmina Savenye

Andong National University
Host: Dr. Sangho Song

Baker University
Host: Marcus Childress

Boise State University
Host: Ross Perkins

East Carolina University
Host: Abbie Brown

Ewha Womans University
Host: Kyuyon Lim

Florida State University
Host: Allan Jeong

Hanyang University
Host: Jihoon Song

Indiana University
Host: Thomas Brush

Mississippi State University
Host: Connie Forde

UNIVERSITY RECEPTION PARTICIPANTS

Please Join Us for the AECT Joint University Reception on Thursday, October 21st from 6:00 to 8:00 pm in the *Conference Center, Ballroom B*

Morehead State University
Host: Chris Miller

Old Dominion University
Host: Ginger Watson

Ohio University
Host: David Richard Moore

Penn State University
Host: Simon Hooper

Purdue University
Host: Victoria Lowell

University of Georgia
Host: Greg Clinton

University of Hawai'i/Mānoa
Host: Curtis Ho

University of Tennessee, Knoxville
Host: Lisa Yamagata-Lynch

University of Wyoming
Host: Tonia Dousay &
Kay Persichitte

Virginia Tech University
Host: Barbara Lockee

Walden University
Host: Keith Michel

ETR&D AWARDS

Distinguished Development Award
(plaque supported by Springer Publishing)
Kinshuk, University of North Texas

AECT - ETR&D Young Scholars Award
(plaque supported by Springer Publishing)
Hui Rong, **Ikseon Choi**, The University of Georgia
Integrating Failure in Case-based Learning Environments

Outstanding Development Reviewer Award
Lingguo Bu, Southern Illinois University Carbondale

Outstanding Development Reviewer Award
William Sugar, East Carolina University

Outstanding Development Reviewer Award
Peter C. Honebein, Boise State University

EMERGING LEARNING TECHNOLOGIES DIVISION AWARDS

Immersive Learning Award Graduate Student Category
Ali Alshammari, Purdue University
Project title: *Tarzan the Programmer*

Immersive Learning Award: Linear Category
Monica Rysavy, Ph.D., and **Russell Michalak, MLS**, Goldey-Beacom College
Project title: *Literacy Online Tutorial Modules*

Immersive Learning Award: Non-Linear Category (1st Place)
Dennis Beck, Ph.D, University of Arkansas
Project title: *Gallery 5*

Immersive Learning Award: Non-Linear Category (2nd Place)
Elena Novak, Ph.D, and **Sonia Wisdom**, Kent State University
Project title: 3D *Printing Technology Science Project*

INTERNATIONAL DIVISION AWARDS

Distinguished International Service in Educational Communications and Technology
Dr. Chih-Hsiung Tu, Northern Arizona University

International Contributions
Dr. Danilo M. Baylen, University of West Georgia

R. W. "Buddy" Burniske Award
Dr. Katie Goeman, Dr. Jan Elen, KU Leuven; Dr. Bram Pynoo, Dr. Johan van Braak, Ghent University

Outstanding Journal Article Published in International Review of ETR&D
Dr. Gary Ka Wai Wong, University of Hong Kong

Presidential Service Award
Dr. Yu-Chang Hsu, Boise State University

ORGANIZATIONAL TRAINING AND PERFORMANCE DIVISION AWARDS

Best Concurrent Session
Dirk Ifenthaler, University of Mannheim:
Employees perspectives on MOOCs for vocational education and workplace

Best Roundtable Session
Yun Lauren Liu, University of North Texas:
Metacognition and adult learning: Strategies for corporate training

RESEARCH & THEORY DIVISION AWARDS

AECT-Dean & Sybil McClusky Research Award
Kyung Kim, Penn State University: *"Visualizing Reading Comprehension: Understanding the Influence of Text Structure on Reader's Knowledge Structure"*

Outstanding Book Award
George Veletsianos, Royal Roads University: *"Social Media in Academia: Networked Scholars"*

Outstanding Journal Article Award
So Mi Kim, University of Missouri; **Michael Hannafin**, University of Georgia: *"The effects of source representation and goal instructions on college students' information evaluation behavior change"*

Outstanding Research & Theory Division Sponsored Accepted Proposal Award
Andrea Lynn Halabi and **Ana Paula Correia**, Iowa State Univeristy: *"Understanding the use of tablet devices in the classroom when teaching learners diagnosed with autism"*

Outstanding Service Award
Jonathan McKeown, University of Tampa; **Wei Wang**, Iowa State University; Fei Gao, Bowling Green State University

SCHOOL MEDIA & TECHNOLOGY DIVISION AWARDS

AECT Richard B. Lewis Memorial Award
Collier County Public School District, Naples, FL

SYSTEMS THINKING & CHANGE DIVISION AWARDS

Distinguished Service Award
Hoyet Hemphill, Western Illinois University

Outstanding Article Award
Beth Rajan Sockman, **Rhonda Sutton**, University of Pennsylvania; **Michele Herrmann**, Pleasant Valley School District: *Comic Relief: Graduate Students Address Multiple Meanings for Technology Integration with Digital Comic Creation*

Outstanding Book Award
Charles M. Reigeluth, **Rodney D. Myers**, Indiana University; **Brian J. Beatty**, San Francisco State University: *Instructional-Design Theories and Models, Volume IV: The Learner-Centered Paradigm of Education (2016)*

SYSTEM CHANGE LEADER
Mark Toci, Co-Founder of CLC Charter School

The Charles M. Reigeluth Emerging Researcher Award
Dabae Lee, Sam Houston State University

TEACHER EDUCATION DIVISION AWARDS

Best Proposal
Lequisha Brown-Joseph, and **Sally Evans**, University of Phoenix: *The Relationships between Professional Development for Elementary Teachers and Student Achievement in Science*

Early Leader Award
Michael Karlin, Indiana University

Outstanding and Dedicated Service to the Division of Teacher Education
Jesse Strycker, Ohio University

Scholarly Advancement to the Field of Educational Technology
Mary Herring, Northern Iowa University

DIVISION OF CULTURE, LEARNING, AND TECHNOLOGY (CLT)

The Division of Culture, Learning, and Technology (CLT) serves AECT members who are interested in issues at the intersection of culture, learning, and technology. CLT members have the opportunity to share professional experiences and learn from the experts in this new and growing area of interest. Join our Facebook Group at http://www.facebook.com/groups/aectclt

This year's convention features 16 CLT concurrent sessions, six CLT panel sessions, two CLT roundtable sessions, one CLT poster session, four CLT governance meetings and the CLT Luncheon. Daily session highlights are listed below.

Tuesday, October 18
Diversity and Inclusion in School and at Work
Tuesday, Oct 18, 10:30 to 11:30am, Conference Rm 6

Examining the culture of women in STEM fields: How micro-aggressions may be increasing attrition, Christine Herlihy and Laurie Campbell, University of Central Florida

Creative Ways to Include LGBTQ Students: Everyone Deserves an Education, Lenora Justice and Steven Hooker, Morehead State University

Culture, Learning and Technology: The Book
Tuesday, Oct 18, 2:15 to 3:15pm, Conference Rm 4-5

Angela Benson; The University of Alabama; Roberto Joseph, Hofstra University; Joi Moore, University of Missouri (Co-chairs)

The editors and chapters authors of Culture, Learning and Technology: Research and Practice (Routledge) will discuss the content of the newly published book.

Wednesday, October 19
Student Empowerment and Safety
Wednesday, Oct 19, 9:15 to 10:15am, Conference Rm 2-3

Children Have Rights Too: Using Creative Games and Simulations to Teach Children's Rights, Suzanne Ensmann, Indian River State College
Creative Solutions for Preventing Cyberbullying: Everyone Deserves to Feel Safe in School, Lenora Justice, Morehead State University

Membership Meeting
Wednesday, Oct 19, 10:30 to 11:30am, Conference Rm 2-3

AECT members with interests at the intersection of culture, learning and technology are invited to attend the CLT Membership Meeting.

Luncheon and McJulien Scholar Best Paper Presentation
Wednesday, Oct 19, 11:45am to 2:00pm, Pavilion 6

Foundational Theories of Social Media Tools and Cultural Competency: A Systematic Literature Review, Lequisha Brown-Joseph, Sandy Nunn and Michelle Hill, University of Phoenix

The use of social media tools provides users with enhanced skills to create and share information to influence society and the global community. However, a key issue concerns whether the increased use of social media reflects improved communication using cultural competency. Though theoretical foundations exist in the literature for social media and cultural competency, few studies synthesize these constructs and provide strategies. This presentation presents results of a literature review study to address these issues.

Technologies and Training Practices that Impact Cultural Competence and Diversity in Academia
Wednesday, Oct 19, 2:15 to 3:15pm, Conference Rm 4-5

Joi Moore; University of Missouri; Amy Bradshaw, University of Oklahoma, Camille Dickson-Deane, University of Melbourne, Australia; Angela Benson, The University of Alabama

Panelists will discuss how technology has been used to create synergies and understanding of culture and diversity within antagonistic environments on college campuses. Along with examples of positive practices and impacts, panelists will discuss how tools and their uses also have contributed to creating more division and misunderstandings regarding culture and diversity. Audience members will be able to discuss experiences related to the

diversity and cultural issues occurring at universities throughout the United States.

Testing Your Research Idea - Panel 1
Wednesday, Oct 19, 3:30 to 4:30pm,
Conference Rm 4-5

Akesha Horton, Concordia University; Tutaleni I. Asino, Oklahoma State University; Denise Tolbert, National University; 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.

Thursday, October 20
The McJulien Scholars' Panel: Culture in Online Learning Environments
Thursday, Oct 20, 8:00 to 9:00am, Conference Rm 4-5

Victoria Lowell (Chair) and Iryna Ashby, Purdue University; Bodi Anderson, Indian River State; Chih-Hsiung Tu, Northern Arizona University; Patricia Young, University of Maryland Baltimore County

The 2015 McJulien Best Paper Award winners host a panel discussion on culture and online learning environments.

Testing Your Research Idea - Panel 2
Thursday, Oct 20, 10:30 to 11:30am,
Conference Rm 4-5

Camille Dickson-Deane, University of Melbourne, Australia; Abbas Johari, Cameron University; Michael K Thomas, University of Illinois – Chicago; 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.

Shaping Your Career in Instructional Science
Thursday, Oct 20, 1:00 to 2:00pm, Conference Rm 2-3

Constance Harris, George Mason University; Sara West Bechtold, University of Arizona South; Lisa A. Giacumo, Boise State University; Edward Francis Schneider, University of South Florida

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.

Technology, Race and Social Justice in Schools
Thursday, Oct 20, 1:00 to 2:00pm, Conference Rm 1

ePortfolios, Race, and Teacher Education, Michael Thomas, University of Illinois, Chicago and Katrina Liu, University of Nevada, Las Vegas

Classroom Technology Under the Soteriology of Choice: "School Culture," Social Justice, and the Education Debt, Richard Miller and Katrina Liu, University of Nevada, Las Vegas

Urban STEM Learning Environments
Thursday, Oct 20, 2:15 to 3:15pm, Conference Rm 1

Urban STEM Learning Environments: Facilitator of or Detriment to Youth STEM Identity Cultivation? Tashera Bolds, Syracuse University

Negotiating Math Identity: African American Students' Perceptions of Mathematics, Tashera Bolds, Syracuse University

Angela Benson
The University of Alabama
CLT President-Elect
2016 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 146 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:

Monday, October 17
Professors of Instructional Design and Technology are invited to participate in the Instructional Technology Professor's Forum. The discussion will focus on evolving role of instructional designers, due to new research, trends, and emerging technologies.

1:00 – 4:00 p.m.
Conference Center – Pavilion 3

Tuesday, October 18
Afternoon
Join the excitement of the all-new AECT /D&D Instructional Design Competition as the finalists present their solutions to the judging panel.

1:00 – 3:30 p.m.
Conference Center Ballroom D

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 exclusively interactive events.

5:00 – 7:00 p.m.
Conference Center – Ballroom C

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 at Benihana Japanese steak house. Contact GSA Representative Jessica Resig < jresig27@gmail.com> 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.
Meet in GSA Lounge (Conference Rm 14) at 7:30 p.m.

Wednesday, October 19
Morning
Check out the D&D Showcase to see instructional design in practice. Chat with designers and see the results of their work.

9:15 – 11:30 a.m.
Conference Center, Pavilion Walkthrough

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

11:45 – 12:45 p.m.
Conference Center, Pavilion 4

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

1:00 – 2:00 p.m.
Conference Center, Pavilion 4

Thursday, October 20th
Morning

Don't miss D&D's Petcha Kucha Presentations

10:30 – 11:30 a.m.
Conference Center – Ballroom G

Winners of the Design and Development Division Awards will discuss their award-winning work

2:15 – 3:15 p.m.
Conference Center, Ballroom A

D&D PANEL SESSIONS:

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

Tuesday, October 18
STEAM Education and Emerging Technologies: Moving Forward

9:15 – 10:15 a.m.
Conference Center, Ballroom A

Portfolios for the Thinking Economy: Student Conceptualization of Formative Feedback in a Trans-disciplinary Degree Program.

10:30 – 11:30 a.m.
Conference Center, Ballroom A

Wednesday, October 19
The Flipped Classroom: Conceptualized and Re-conceptualized.

10:30 – 11:30 a.m.
Conference Center, Ballroom D

The Rise of Entrepreneurship in Educational Technology.

2:15 – 3:15 p.m.
Conference Center Ballroom D

Thursday, October 20

Fostering Creativity with a Twine, a Simple Tool for Developing Choose-your-own-adventure and Interactive Fiction Digital Games.

1:00 – 2:00 p.m.
Conference Center Ballroom D

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 * Info-graphics* Emerging Technologies* Game-based Learning and Simulation* Games and Gamification * Computational thinking *Assessment *Design Cases and Course Design * Designing Online Courses * Digital Media Design * Faculty development and Instructional Design * Flipped Classrooms * Instructional Design Research * MOOCs and Open Environments * Designing for K-12 * Technology Integration* Instructional Design and Higher Education* Instructional Designers* Instructional Design Strategies* Inter-professional Education* Digital Badges* Mobile App Development*

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!

Zahira Merchant
San Francisco State University
D&D President-Elect
2016 Convention Planner

DIVISION OF EMERGING LEARNING TECHNOLOGY (DELT)

The purpose of the Division of Emerging Learning Technologies (DELT) is to promote the production and utilization of the latest innovative technologies through the creation of a network of individuals engaged in the design, development, implementation, use, and/or study of these tools in myriad settings. Using a variety of distribution and discussion platforms. DELT seeks to foster dialogues centered on developing standards for development, study and ethical use of innovative technologies.

This year DELT presentations include: 26 Concurrent Sessions, 3 Panel Sessions and 1 Pecha Kucha Session. DELT is excited to highlight 3 interactive Game Sessions: Making Your Own Reality (Augmented That Is), Creativity and Leaning in The Classroom, and Come Play Some Games. Learn how to use augmented reality tools, create apps or incorporate technology and traditional board games to enhance your students' leaning.

Tuesday Morning 8:00 – 9:00 am.
Conference Center, Conference Room 4-5.
DELT Board of Director's Meeting

Wednesday 6:00-7:00 pm
Conference Center. Ballroom G
Immersive Learning Awards Reception—The Division of Emerging Learning Technologies invites you to attend its Immersive Learning Awards Reception honoring this year's award winner(s).

Thursday Afternoon 2:15-3:15 pm
Conference Center, Conference Room 2-3
Membership Meeting – We invite any and all AECT members interested in any aspect of multimedia production and/or design to attend.

Pamela Jones Ponners
Region 10 Education Service Center
DELT President-Elect
2016 Convention Planner

DDL Division of Distance Learning

Please join us for an outstanding line up at #AECT16! Expert panel discussions include: administering programs * enhancing engagement * prepping K12 & post-secondary instructors * publishing your scholarly work * service learning strategies.

Tonia A. Dousay
University of Wyoming
DDL President-Elect
2016 Convention Planner

FEATURED RESEARCH

The Research & Theory Division has worked closely with other divisions and affiliates to identify the following featured research sessions. Featured Research papers report on a completed research study that has not been published in a journal nor previously presented at a conference. The papers describes an empirical study that used primarily quantitative, qualitative or mixed methods.
The acceptance rate of the Featured Research category for the AECT 2016 International Convention was 40%. These six papers are highlighted in the AECT International Convention program for their innovation and research rigor:

Education Scholars on Twitter
Tuesday, October 18, 2016
Time: 1:00 pm to 2:00 pm
Conference Rm 13
Presenters: George Veletsianos, Royal Roads University; Royce Kimmons, Brigham Young University
Discussant: Patrick Lowenthal, Boise State University

The Relationship between Test Mode (Computer or Paper-based), Cognitive Load, and Test Performance in a Chemistry Classroom Setting
Time: 2:15 pm to 3:15 pm
Conference Rm 13
Presenters: Anna Prisacari, Iowa State University Jared Danielson, Iowa State University
Discussant: Ginger Watson, Old Dominion University

Revealing Knowledge Structure in Lesson Texts using a Computational Text Pattern-Matching Approach
Wednesday, October 19, 2016
Time: 1:00 pm to 2:00 pm
Conference Rm 1
Presenters: Kyung Kim, Roy B. Clariana, Mona A. Alqahtani, Hengtao Tang, Pennsylvania State University
Discussant: Eling Hsiao, Valdosta State University

Student Teaching Experience and Pre-Service Teacher's Readiness for Technology Integration: A Mixed Methods Study
Thursday, October 20, 2016
Time: 1:00 pm to 2:00 pm
Conference Rm 9
Presenter: Yan Sun, University of West Alabama
Discussant: Michele Jacobsen, University of Calgary

Using a Mathematical Model of Motivation, Volition, and Performance to Examine Students' E-Text Learning
Time: 3:30 pm to 4:30 pm
Conference Rm 9
Presenters: Elena Novak, Kent State University; Kerrie McDaniel, Jerry Daday, Western Kentucky University
Discussant: Thomas Reeves, University of Georgia

Enilda Romero-Hall
University of Tampa
Featured Research
2016 Convention Planner

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 (Conference Room 14) unless otherwise noted.

Monday, October 17th, 2016
10:30am - 11:30pm GSA Executive Board Meeting

Tuesday, October 18th, 2016
9:15am - 10:15am Alternatives to Lectures
1:00pm - 2:00pm Meet the AECT Divisions
2:15pm - 3:15pm Writing Techniques for Graduate

Students & Selecting a Dissertation Topic
5:15pm - 6:15pm GSA Table@Welcome Reception
8:00pm -10:00pm GSA/D&D Night on the Town

Wednesday, October 19th, 2016
10:30am - 11:30am How do I Form a Research Question? What is a Research Agenda?
11:45am - 12:45pm GSA Membership Meeting & Luncheon
2:15pm - 3:15pm Reference Management in the Digital Age
3:30pm - 4:30pm Fireside Chat: Culture and Instructional Design
6:30pm - 8:00pm 3MT Competition Preliminary Round

Thursday, October 20th, 2016
8:00am - 9:00am Advice for the Job Hunt
10:30pm - 11:30pm Meet the AECT Journals Editors
1:00pm - 2:00pm Through the Looking Glass: What's the Future of Las Vegas Education?
2:15pm - 3:15pm Building Your CV: From Doctoral Student to Tenure-track Faculty
3:30pm - 4:30pm 3MT Competition Finals
8:00pm - 10:00pm GSA/INTL Night on the Town

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

We look forward to seeing you in Las Vegas!

Jonlee S. Anderle
University of Wyoming
GSA President
2016 GSA Convention Planner

INTERNATIONAL COUNCIL FOR EDUCATIONAL MEDIA (ICEM)

ICEM is a non-profit, non-governmental organization in the field of educational media and technology. ICEM has dedicated itself to promoting and developing educational media and its use in a variety of pedagogical fields. At AECT every year, ICEM provides a platform for professionals and practitioners from every corner of the world to interact and share ideas and insights with the goal to advance the field of educational media and technology. This year, ICEM will present one panel discussion, one concurrent session, eight roundtable presentations, and ICEM Board/Membership meeting. Please join us to exchange and share ideas in these events with friends coming from other countries in Las Vegas this tear!

Highlights of this year's program are:

AECT Welcome Reception—Our representatives will be at the International Division's table. Stop by and get more information about our events this year.

JKJ Hospitality Center—ICEM representatives and members are welcome to gather and meet other professionals at International Division's JKJ Hospitality Center.

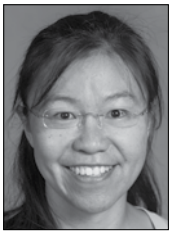
ICEM Board/ Membership Meeting

ICEM Graduate Student Panel Discussion—Learning Analytics, Quantified Self, and Personalized/Personal Learning: Keeping up with Big Data.

ICEM Roundtable Session 1

ICEM Roundtable Session 2

You are also welcome to join us for the International Dinner for a fee. If you don't like the hotel food, it is OK. After the dinner, you are welcome to join us for the International Auction. You DO NOT need to pay to be in the auction. Come join us and have fun in bidding all the treasures from the 50 states and other countries!



Szu-Yueh Chien
University of Wisconsin-Extension
2016 ICEM Convention Planner

INTERNATIONAL DIVISION (INTL)

The International Division (INTL) facilitates communication among educational technology professionals and students worldwide. INTL promotes interactions that transcend international

boundaries and cultural lines by mentoring and fostering educational endeavors and coordinating communication with sister associations around the world.

This year, INTL presents 7 concurrent sessions, 5 posters & 11 roundtables. Those sessions cover interesting topics such as technology integration, e-learning, MOOCs, Digital Equity, Online Collaboration, Information Security, Privacy Literacy, University Social Responsibility, Active Learning, Career Needs, Mobile Device Ownership, Instructional Design, Gaming, and Social Media, etc. Also, INTL presents 3 panel sessions on Global Learning Network, Searching for Instructional Technology Faculty Jobs, and Socratic Teaching.

In addition, INTL also holds some fun and interesting events during the convention. Please see the following INTL highlights:

Wednesday, October 19
Jenny K. Johnson International Hospitality Center
9:00 am – 4:00 pm

Dr. Is In
Jenny K. Johnson International Hospitality Center
10:00 am – 12:00 pm

"Dr. Is In" is a one-stop consultation service for international division members interested in conducting research in international context as well as managing issues pertaining to experiences of international students and faculty in American higher education institutions

International Division Annual Dinner Buffet & Auction
6:00 pm
Dinner starts at 6:00 pm; tickets should be purchased at registration in advance; the auction is free and open to everybody right after dinner approximately at 7:30 pm.

Thursday, October 20
INTL Membership Meeting
2:15 pm – 3:15 pm

Jenny K. Johnson International Hospitality Center
9:00 am – 4:00 pm

Dr Is In
Jenny K. Johnson International Hospitality Center
10:00 am – 11:00 am

Stories from Home
Jenny K. Johnson International Hospitality Center
11:00 am – 12:00 pm

"Stories from Home" involves brief sharing and/or presentation by individuals about practices of using and integrating technology in international contexts.

Looking forward to seeing you in those exciting INTL sessions and events! Hope you all enjoy 2016 AECT Convention in Vegas!!

Hsin-Te Yeh
Metropolitan State Univ. of Denver
INTL President-Elect
2016 Convention Planner

INTERNATIONAL VISUAL LITERACY ASSOCIATION (IVLA)

The International Visual Literacy Association is an interdisciplinary, eclectic, organization of professionals working toward a fuller understanding of the way individuals derive meaning from what they see and the way they interact with the visual environment. As an affiliate organization of AECT, it is concerned with issues that deal with education, instruction and training in the various modes of visual communication. This non-profit organization draws its membership from a wide range of disciplines including arts, sciences, communication theory, semiotics, graphic design, photography, videography, media studies, digital technology, architecture, business, education, educational technology, instructional design, health, psychology, linguistics, philosophy, cultural anthropology, brain research, computer applications, museum studies, and more. The cross-fertilization of ideas coupled with human interests and values have made IVLA a vital, multidisciplinary forum for almost fifty years. Practitioners and theorists from diverse cultures

and disciplines dedicated to the principles of visual literacy gather for dynamic interactions at our sponsored concurrent session here at AECT.

Wednesday, October 19th, 2016
Visualizing Learning
1:00pm to 2:00pm, *Conference Rm 6*

Exploring Multimodal Composition in Collaborative Digital Learning Environments
Presenters: Shiyan Jiang, Elizabeth Blaine Smith, and Ji Shen, University of Miami

Fostering Visual Literacy in Science Courses
Presenter: Danilo M. Baylen, University of West Georgia

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

Danilo M. Baylen
University of West Georgia
2016 Convention Planner

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 Wednesday, October 19th, Conf Ctr, Ballroom G.

Wednesday, October 19th, 2016

10:30am to 11:30am - Emerging Research Issues in Instructional Technology
Conf Ctr, Confrerence Rm 9

11:45am to 12:45pm - KSET Luncheon
Conf Ctr, Ballroom G

1:00pm to 2:00pm - Improve Learning Performance through Instructional Technology
Conf Ctr, Confrerence Rm 9

2:15pm to 3:15pm - Leaner's Self-Efficacy and Academic Ethics in Higher Education
Conf Ctr, Confrerence Rm 9

Kyungbin Kwon
Indiana University
2016 KSET Convention Planner

Haesol Bae
Indiana University
2016 KSET Convention Planner

LEADERSHIP DEVELOPMENT COMMITTEE (LDC)

At our conference in Las Vegas, the LDC is sponsoring two sessions and one workshop – and we invite you ALL to attend these sessions. They are listed below and a brief description can be found in the Conference program. Please also join us for our membership meeting, we'd love to have additional committee members as we tackle each year's projects and assignments! This is a terrific opportunity to tune up or show your leadership skills to our members by providing insight and muscle on our committee.

Tuesday, October 18
10:30 – 11:30 am LDC – The Complexities of Leadership in Higher Education—Concurrent Session

Conference Center, Conference Rm 1

Thursday, October 20
10:30 – 11:30 am Leadership Development Committee Meeting
Conference Center, Ballroom C

2:15 – 3:15 p.m. LDC – A Scholarly Society at a Crossroads: Graduate Student Membership in AECT
Conference Center, Pavilion 6

Friday, October 21
9:00 – 12:00 Workshop: Put Your Leadership Cards on the Table! Q Sort and Real-Time Analysis of Leadership Styles (preregistration required)
Conference Center, Conference Room 13

Cost = $15.00

As we look forward to the Jacksonville conference 2017, the AECT Leadership Development Committee welcomes proposals from individuals focused on leadership development in any setting (academia, business, or professional organizations). We will be particularly interested in panels and interactive discussions that focus on leadership skills, characteristics or strategies. Perhaps AECT members who are in administration roles would like to submit a proposal for a panel where you can all share your knowledge – how about that for Jacksonville? This track can be research-based or practice based; it's up to you. 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 in Las Vegas!

Linda L. Campion
East Carolina University
LDC Chair
2016 AECT Convention Co-Planner

NEW JERSEY ASSOCIATION OF SCHOOL LIBRARIANS (NJASL)

The New Jersey Association of School Librarians was established in 1915 to support school librarianship across New Jersey's public school districts, private schools and universities. NJASL offers to its membership professional mentoring, advice on how to employ and turnkey both cutting edge and established educational technology and applications, best practice library management pedagogy, cogent collaboration techniques and approaches that align with New Jersey's curricular standards, advice and models on successfully adhering to New Jersey's assessment procedures. NJASL is particularly proud of its formal affiliation with AECT and annually awards the Villy Gandhi Scholarship. This prestigious honor enables a member, after a rigorous screening and application process, to attend the AECT International Convention.

Please consider attending the session NJASL is sponsoring this year!

Thursday, October, 20, 2016
1:00 – 2:00 pm; *Conference Center, Pavilion 11*

K-12 Technology Integration Practices: Stakeholders' Perspectives on Creative Collaboration

This session will examine the practices of K-12 stakeholders as they collaborate with classroom teachers in support of creatively inclusive technology-driven instruction.

Leslie Blatt
Retired Library Media Specialist
2016 NJASL Convention 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. In addition, a focus for the 2016 Convention is on creativity in practice, research, and in design as it is applied to the field of educational technology

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 AECT members to attend these sessions, we invite you to stop by our table at the Welcome Reception and join us for dinner immediately following the reception. To stay up to date on all of the key sessions, division awards to be presented, and opportunities to connect with OT&P members and leadership, be sure to join the OT&P Facebook group at https://www.facebook.com/groups/aect.tandp/.

Tim Boileau
University of West Florida
OTP President-Elect
2016 Convention Planner

RESEARCH & THEORY (R&T)

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.

Tuesday, October 18, 2016
Outstanding RTD Sponsored Accepted Proposal
Understanding the Use of Tablet Devices in the Classroom when Teaching Learners Diagnosed with Autism—Andrea Halabi, Iowa State University
Ana Paula Correia, Iowa State University
Time: 10:30 am to 11:00 am

Wednesday, October 19, 2016
RTD Membership Meeting
Join us to discuss important issues related to the division.
Time: 10:30 am to 11:30 am

D&D / RTD Awards Luncheon
Celebrate D&D/R&T Divisions' Award winners at the luncheon
Time: 11:45 am to 12:45 pm

RTD Panel Sessions
Educational Technology and Narrative: The 2016 AECT Summer Research Symposium
Time: 9:15 am to 10:15 am
Brad Hokanson, University of Minnesota
Gregory Clinton, University of Georgia

Public Data Mining Methods, Ethics, & Legalities
Time: 3:30 pm to 4:30 pm
Rob Nyland, Brigham Young University
Spencer P. Greenhalgh, Michigan State University
Joshua M. Rosenberg, Michigan State University
Matthew J. Koehler, Michigan State University
George Veletsianos, Royal Roads University
Royce Kimmons, Brigham Young University

Early Career and Senior Scholar Invited Presentations
Time: 1:00pm to 2:00pm

Early Career Scholar Invited Presentation
Dr. Royce Kimmons, Brigham Young University
PICRAT or the Case for a More Practical Technology Integration Model: Educational technology is home to a variety of technology integration models, but many tend to be impractical for K-12 and higher education practitioners, as they can be overly complicated, technocentric, conceptually fuzzy, or research- or administratively-oriented (vs. teaching-oriented). This presentation explores how multiple studies using a variety of models has influenced the development of a simpler and more practical model for educators called PICRAT.

Senior Scholar Invited Presentation
Dr. Peg Ertmer, Purdue University
How Context Affordances Shape Facilitation Strategies and Problem Space Coverage: Comparing Face-to-Face and Online Discussions: In this study we compared how discussion goals were accomplished during face-to-face and online case-based discussions facilitated by the same instructor. An analysis of discussion transcripts suggests that despite different participation patterns across contexts, the goals of social cohesion and sense making were equally met. Students' coverage of the targeted problem space, however, indicated greater attention to "problem finding" by face-to-face students. We interpret results by considering how the affordances of each context shaped both teacher-student interactions and learning outcomes.

The RTD will have a great line up of concurrent sessions, roundtables, and posters. The topics of the sessions include:

Educational Data Mining

Educational Neuroscience

Gamification

Learning Analytics and MOOCs

Online Instruction

Social Media and Research Methods

and more

Enilda Romero-Hall
University of Tampa
RTD President-Elect
2016 Convention Planner

THE SOCIETY OF INTERNATIONAL CHINESE IN EDUCATIONAL TECHNOLOGY (SICET)

SICET is a nonpolitical, non-profit academic organization. The organization's goal is to aggregate international Chinese scholars and experts in the field of educational technology to encourage academic collaboration and collegial support. The mission of SICET is to establish and strengthen academic international connections, exchanges, and research in educational technology for teaching and learning, as well as to promote the application of educational technology in Chinese education. A SICET Executive Board Member, Professor Charles Xiaoxue Wang, currently serves as AECT Board Representative for AECT International Division. The current SICET President is the Vice President of Beijing Normal University in China, Professor Li Chen.

Two refereed journals, Journal of Educational Technology Development and Exchange (JETDE) and International Journal of Technology in Teaching and Learning (IJTTL), are published by SICET. Interested in get published in these journals? Please visit: http://sicet.org.

As one of the affiliates of AECT, SICET will focus on creativity in teaching, research, and design in educational technology at the 2016 convention. Below are some of the highlights:

SICET Keynote Session I: "Surveying Current Status of Online and Blended learning in Chinese University", Professor Xibin Han, Tsinghua University and Professor Li Chen, Beijing Normal University

The talk will present a comprehensive view of current status of online and blended learning in higher education in China. Two major multi-year, multi-institution researches will be the base of the report.

SICET Keynote Session II: "Promote Active Learning with the Flipped Model", Professor Shuyan Wang, University of Southern Mississippi and Dr. Guoqiang Cui, Virginia Tech

Implementation of the flipped classroom model in a hybrid course Digital Publishing and Visual Design at USM will be the focus.

24 sessions will be presented as concurrent, roundtable and poster sessions under the following 8

themes:

Active Learning and Social Presence

Assessment

Community of Practice, Technology for Communication

Inquiry-based Learning

Student Engagement

Technology in K-12 Education

Big Data Related to Teaching and Learning

Learning Experience

SICET Program Chair
Juhong Christie Liu
James Madison University
2016 Convention Planner

SICET Program Planner
Andy-Guoqiang Cui
Virginia Tech
2016 Convention Planner

SCHOOL MEDIA & TECHNOLOGY (SM&T)

What is our division all about?

The Division of School Media & Technology provides leadership in educational communications and technology by linking professionals holding a common interest in the use of educational technology and its application to the learning process in the K-12 school environment.

Our division serves practitioners and scholars in primary and secondary education through:

Producing scholarship that tests the implementation of cutting edge methods, theories, and technologies.

Informing policy decisions in School Librarianship and online learning.

Developing and fostering partnerships between institutions of higher education and primary and secondary schools.

School Media & Technology's Slate of Presentations

The School Media & Technology will be hosting 27 Dynamic Concurrent Sessions and 8 engaging Roundtables Sessions. The conference them of creativity is woven through our division's presentations. Check out some of our exciting titles and themes:

Tuesday, October 18, 1-2pm: "Kids as Complex Thinkers: Next Steps for Coding in K-12 Schools;"

Thursday, October 20, 8-9am: "Comics and Comic Media as a Creative Tool to Teach Critical Skills: A Descriptive Case Study with Implications for P-12 and Postsecondary Instruction;"

Applications for gaming in K-12 settings; and

Digital Resources, Technology Integration, and Data Trends in School Libraries.

Division Events

Wednesday, October 19: Division Luncheon (12 noon) & Membership Meeting (1 PM). Both the luncheon and membership meeting will be held at Sid's Café (on-site at the Westgate Resort). Sid's Café offers a variety of American Fare options! We encourage new members and graduate students to come and learn about our division and win prizes! Dessert and Appetizers will be provided for the Membership Meeting.

Please join our new Facebook page to learn about SMT Division activities throughout the year. We look forward to seeing you!

https://www.facebook.com/groups/schoolmediatechnology/

Paige Harrison Hale
Eastern Kentucky University
SMT President-Elect
2016 Convention Planner

SYSTEMS THINKING AND CHANGE DIVISION (ST&C)

Are you changing education in some way? Join our STC Sessions! This year our Division offers the most sessions it has ever offered from a keen interest in designing, enacting and leading change in all kinds of education, industry and government organizations where connected work (through technology) matters. Are you realizing that the health of the whole system depends on our work, and vice-versa? No more than ever, the newly named *Systems Thinking and Change Division* provides a liminal space to explore educational technology systems from leadership and design perspectives. The goal of this division is to continue creating high quality publications, conference papers and projects where we take a close (and high angle) views of education organizations and their components to enact paradigm change – for a learning future where mechanical, piecemeal change found in the industrial age folds away to mindsets about entire-system change in a far more connected world. This year, the STC Division officers created 9 panels of experts from design, distance, international, organizational training, research and theory, teacher education, the GSA and other specialization to explore a common question: "What are you changing, and how sustainable might that change be" in terms of practitioner, scholar, student and community involved education technology work.

With the largest number of sessions ever (30), 96 professionals from 11 countries will present in-depth ST&C papers, resonant panel discussions and vibrant roundtable discussions. Our authors successfully proposed 17 concurrent papers and 9 interactive panels in 19 sessions that cluster into *7 themes* featuring:

- Transformers: Leading systemic change in schools
- Transforming university programs: Leadership by design
- Change Architecture
- Shocking the system: Change action leadership
- Changing a space - to change our minds
- Game Changers
- For the First Time in Forever – Changing Paradigms

We'll also offer *9 outstanding panels* where you can interact (challenge!) inter-AECT Divisional scholars and practitioners discussing their educational technology work and wondering – *How is my work changing learning and organizations for the long term? Can we do more?* These interactive panel sessions focus on:

- A sure thing, or hedging bets? Graduate students debate ALT-Faculty position proliferation.
- Change leadership knowledge for instructional designers – designing more than pieces
- Letting it Go: International research aiming for change
- Leading personalize and problem based learning systems
- What you gonna do when they come to you? (Exploring rapid growth)
- A joint systems and Organization Training and Performance discussion on change
- Changing Speed: Mindfulness in shifting higher education settings
- Affecting Change: Distance learning and systems thinking
- Fostering cultural change in technology-enhanced settings –doing the right thing.

Join Us! Next year in Jacksonville, our STC program will connect with these scholars and 16 others writing Major Reference Work pieces – expanding theory and practices for education change around the world. So exciting!

Eugene G. Kowch
University of Calgary
STC President-Elect
AECT President-Elect Designee
2016 Convention Planner

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. This year we are excited to bring you a wide variety of conference sessions. From presentations on the latest research and practice in teacher education to engaging discussions centered on key topics and hands-on exploration of the hottest tools and trends, this year's conference has a lot to offer.

Learn about what's new in Teacher Education at one of the 47 presentations during the 23 *Concurrent Sessions* including 3 fast paced *Pecha Kuchas*. Or stop by one of the 13 *Roundtable* or *Posters* for a conversation on a wide variety of topics.

Topics include * Creative teaching strategies in teacher prep and teacher professional development * Current research in teacher education and technology integration * Online and blended learning * Gamification, Making, and ePortfolios

Looking for some hands-on experience with tech, informal presentations, and interactive fun? Attend a *TEDCamp*. This year we have 5 TEDCamp sessions covering Digital Storytelling, Gamification, Dissemination technology, FlexLearning, and creative strategies for engaging students.

Hear from TED Members as they discuss some of the hot topics in Teacher Education at one of the *7 Panel sessions*. We will be discussing some of the topics and issues facing teacher education including edTPA, the Every Student Succeeds Act (ESSA), Making Makers, Open Educational Resources (OER), Social Media, Master's Programs, and busting Ed Tech myths.

Connect with us at the *Membership Meeting* on **Wednesday** at 2:15 or at our *Happy Hour Social* on **Wednesday** evening. Stay connected with TED during the conference and throughout the year by joining us on *Facebook*: https://www.facebook.com/groups/AECT.TED/

Be sure to check out the online program for all the details and session information.

We look forward to seeing you!

Kristin Brynteson
Northern Illinois University
TED President-Elect
2016 Convention Planner

AECT Governance Meetings

AECT -Board of Directors Meeting I
Mon, Oct 17, 8:00 to 11:30am, Conf Ctr, Executive Board Rm

AECT -Board of Directors Meeting II
Fri, Oct 21, 8:00am to 12:00pm, Conf Ctr, Executive Board Rm

AECT Foundation Board of Trustees Meeting I
Tue, Oct 18, 1:00 to 3:15pm, Conf Ctr, Board Rm

AECT Foundation Board of Trustees Meeting II
Thu, Oct 20, 2:30 to 4:30pm, Conf Ctr, Board Rm

ETR&D Joint Editorial Board Meeting
Wed, Oct 19, 9:15 to 10:15am, Conf Ctr, Ballroom B

Handbook Advisory: Board Meeting
Tue, Oct 18, 11:45am to 12:45pm, Conf Ctr, Executive Board Rm

TechTrends Editorial Board
Tue, Oct 18, 10:30 to 11:30am, Conf Ctr, Executive Board Rm

AECT Division Governance Meetings

Design & Development -Board of Directors Meeting
Mon, Oct 17, 2:15 to 3:15pm, Conf Ctr, Conference Rm 6

Design & Development -Membership Meeting
Wed, Oct 19, 1:00 to 2:00pm, Conf Ctr, Pavilion 4

Distance Learning -Board of Directors Meeting
Mon, Oct 17, 3:30 to 4:30pm, Conf Ctr, Conference Rm 6

Distance Learning -New Board of Directors Meeting
Thu, Oct 20, 7:00 to 8:00am, Conf Ctr, Executive Board Rm

Distance Learning -Membership Meeting
Thu, Oct 20, 1:00 to 2:00pm, Conf Ctr, Pavilion 10

Culture, Learning and Technology -Board of Directors Meeting
Mon, Oct 17, 3:30 to 4:30pm, Conf Ctr, Conference Rm 4-5

Culture, Learning and Technology -Membership Meeting
Wed, Oct 19, 10:30 to 11:30am, Conf Ctr, Conference Rm 2-3

Culture, Learning and Technology -New Board of Directors Meeting
Thu, Oct 20, 8:00 to 9:00am, Conf Ctr, Executive Board Rm

Emerging Learning Technologies -Board of Directors Meeting
Tue, Oct 18, 8:00 to 9:00am, Conf Ctr, Conference Rm 1

Emerging Learning Technologies -Membership Meeting
Thu, Oct 20, 2:15 to 3:15pm, Conf Ctr, Conference Rm 2-3

Graduate Student Assembly - Executive Board Meeting
Mon, Oct 17, 10:30 to 11:30am, Conf Ctr, Conference Rm 2-3

Graduate Student Assembly - Membership Meeting
Wed, Oct 19, 11:45 to 12:45pm, Conf Ctr, Conference Rm 14

International Division -Board of Directors Meeting
Mon, Oct 17, 2:15 to 3:15pm, Conf Ctr, Executive Board Rm

International -Membership Meeting
Thu, Oct 20, 2:15 to 3:15pm, Conf Ctr, Pavilion 3

Organizational Training and Performance -Board of Directors Meeting
Mon, Oct 17, 2:15 to 3:15pm, Conf Ctr, Conference Rm 1

Organizational Training and Performance -Membership Meeting
Thu, Oct 20, 10:30 to 11:30am, Conf Ctr, Conference Rm 12

Research & Theory -Board of Directors Meeting
Mon, Oct 17, 3:30 to 4:30pm, Conf Ctr, Conference Rm 2-3

Research & Theory -Membership Meeting
Wed, Oct 19, 10:30 to 11:30am, Conf Ctr, Ballroom E

School Media & Technology -Board of Directors Meeting
Mon, Oct 17, 3:30 to 4:30pm, Conf Ctr, Conference Rm 1

School Media & Technology -Membership Meeting
Wed, Oct 19, 1:00 to 2:00pm, Conf Ctr, Off Site Locations

Systems Thinking & Change -Board of Directors Meeting
Mon, Oct 17, 2:15 to 3:15pm, Conf Ctr, Conference Rm 2-3

Systems Thinking & Change -Membership Meeting
Thu, Oct 20, 1:00 to 2:00pm, Conf Ctr, Conference Rm 8

Teacher Education -Board of Directors Meeting
Mon, Oct 17, 2:15 to 3:15pm, Conf Ctr, Conference Rm 4-5

Teacher Education -Membership Meeting
Wed, Oct 19, 2:15 to 3:15pm, Conf Ctr, Conference Rm 12

AECT Affiliate Meetings

ICEM -Board/Membership Meeting
Mon, Oct 17, 3:30 to 4:30pm, Conf Ctr, Executive Board Rm

PIDT 2017 Planning
Wed, Oct 19, 10:30 to 11:30am, Conf Ctr, Board Rm

SICET -Membership Meeting
Thu, Oct 20, 3:30 to 4:30pm, Conf Ctr, Conference Rm 10

AECT Committee Meetings

2017 National Convention Planning
Fri, Oct 21, 8:00 to 10:00am, Conf Ctr, Conference Rm 4-5

AECT Awards Committee
Tue, Oct 18, 8:00 to 9:00am, Conf Ctr, Board Rm

Definition & Terminology
Wed, Oct 19, 9:15 to 10:15am, Conf Ctr, Board Rm

Definition & Terminology
Thu, Oct 20, 8:00 to 9:00am, Conf Ctr, Board Rm

Design & Development - AECT/Design & Development Competition 2017 Planning Committee
Wed, Oct 19, 7:00 to 7:30am, Conf Ctr, Executive Board Rm

History & Archives
Wed, Oct 19, 2:15 to 3:15pm, Conf Ctr, Board Rm

Leadership Development
Thu, Oct 20, 10:30 to 11:30am, Conf Ctr, Ballroom C

Organization & By-Laws
Tue, Oct 18, 10:30 to 11:30am, Conf Ctr, Board Rm

Professional Ethics Committee
Tue, Oct 18, 7:00 to 8:00am, Conf Ctr, Executive Board Rm

Strategic Planning Committee
Mon, Oct 17, 1:00 to 2:00pm, Conf Ctr, Executive Board Rm

MONDAY OCTOBER 17

01-W1 Workshop: Create your own interactive instructional videos with Camtasia & YouTube (preregistration required)
8:30 am to 4:00 pm
Conf Ctr - Conference Rm 7

Create your own interactive instructional videos with Camtasia & YouTube ***Tonia A. Dousay***, University of Wyoming
Whether you're looking to create short screencast videos, longer instructional tutorials, or interactive brief lectures for online learning, Camtasia and YouTube can help you. In this workshop, we'll cover the basics of using TechSmith Camtasia from importing and recording media to annotations and transitions and how to use YouTube editing tools for annotations, hyperlinks, and infocards. New users will download the software trial and create a YouTube channel at the beginning of the workshop.

01-W2 Workshop: Creating Interactive Content with Adobe Animate (Flash) (preregistration required)
8:30 am to 4:00 pm
Conf Ctr - Conference Rm 8

Creating Interactive Content with Adobe Animate (Flash) ***Peter Rich***, Brigham Young University
This hands-on, half-day workshop will help participants use Adobe 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. Participants will learn basic programming skills to create interactive content that can then be exported to HTML, CSS, and Javascript applications.

01-W3 Workshop: Fallacies of Social Neutrality in IDT (preregistration required)
8:30 am to 4:00 pm
Conf Ctr - Conference Rm 9

Fallacies of Social Neutrality in IDT ***Amy C Bradshaw***, University of Oklahoma
Unearned privilege, racism, sexism, ableism, and other forms of injustice occur both in and out of the IDT field. Social neutrality fallacies disguise these injustices by normalizing the positionalities and privileges of those with the most power. When we fail to recognize and disrupt social neutrality myths, we perpetuate injustice. Everyone in the IDT field has a responsibility to understand, recognize, and disrupt the fallacies of social neutrality that are common to our field.

01-W4 Workshop: Serious Game Design and Development (preregistration required)
8:30 am to 4:00 pm
Conf Ctr - Conference Rm 11

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

01-W5 Workshop: Student Design Case SLAM (preregistration required)
8:30 am to 4:00 pm
Conf Ctr - Conference Rm 10

Student Design Case SLAM ***Elizabeth Boling***, Indiana University; ***Craig D. Howard***, The University of Tennessee Knoxville; ***Colin M. Gray***, Purdue University; ***John Baaki***
Open to students only, this Design Case SLAM is an intensive workshop in which each participant, or participant team, creates a short design case with the input of past and current editors of the International Journal of Designs for Learning and presents it to a jury for feedback. All completed cases are guaranteed review for the journal following the workshop. Guidelines provided. Pre-work required. Design prizes for everyone who completes the workshop.

04-W1 Workshop: SIG OpenEd: An Introduction to Open Educational Resources for Instructional Designers (preregistration required)
1:00 pm to 4:00 pm
Conf Ctr - Conference Rm 13

Presenter: ***David Wiley***, *Brigham Young University*

Because of their unique copyright licensing, Open Educational Resources (OER) enable a range of pedagogical and assessment practices that are impossible when using traditionally copyrighted publisher materials. Join us as we launch a new special interest group on open education and its implications for instructional design and instructional designers. This workshop will include clear definitions, a review of empirical research on the impacts of OER adoption, how to find OER, how to collaborate with your library in supporting faculty use of OER, and examples of innovative pedagogical and assessment practices enabled by OER. The SIG will work actively throughout the year supporting instructional designers in their use of OER thanks to a grant from the William and Flora Hewlett Foundation.

TUESDAY OCTOBER 18

11-W1 Workshop: Creating a Customizable, Differentiated Blended Learning Environment (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 7

Creating a Customizable, Differentiated Blended Learning Environment *George Ober*, William Floyd School District, Mastic Beach NY
Creating a Customizable, Differentiated Blended Learning Classroom by integrating technology while maintaining best teaching practices will increase student engagement and build higher order thinking and develop creativity. Creating an online and in-class visual environment where formative assessment is embedded in instruction, teachers can personalize learning and differentiate instruction. Blended Learning transforms classrooms into student-centered environments where critical thinking, communication, collaboration and creativity are necessary skills required for success in the 21st century.

11-W2 Workshop: Creativity in Education (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 8

Creativity in Education *Jody Lawrence*, University of Minnesota, College of Design
Creativity is a mental ability that can be enhanced by practice. This session shares the knowledge gained from teaching and researching in the field of creativity. Workshop participants will try out classic exercises designed to measure creativity, and engage in activities known to foster personal creativity. Participants will learn a variety of methods that foster learner and educator creativity, and can be readily adopted into any in-person or online course.

11-W4 Workshop: Innovative Case-Based E-Learning Design for Enhancing Real-World Problem Solving: Three Principles and Seven Strategies (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 9

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

11-W5 Workshop: Using an Implementation Framework to Build and Sustain an ePortfolio Initiative (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 10

Using an Implementation Framework to Build and Sustain an ePortfolio Initiative *Samantha Blevins*, Radford University; ***Jennifer Brill***, Virginia Tech
Electronic portfolios (ePortfolios) are a technology that can be implemented to capture student learning and achievements. While scholars are in agreement that the use of ePortfolios is beneficial for students, especially when demonstrating their knowledge, skills, and individual creativity, implementation can be challenging. This workshop will leverage an ePortfolio implementation framework to assist attendees in building or sustaining their own ePortfolio initiatives.

11-W6 Workshop: Using ePortfolio Pedagogy to Document Your Doctoral Journey (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 11

Using ePortfolio Pedagogy to Document Your Doctoral Journey ***Darryl Draper***, Old Dominion University; ***Megan Mize***, Old Dominion University; ***Rochelle Rodrigo***, University of Arizona
Not only do doctoral studies and scholarly activities provide doctoral students the opportunity to apply course content in a research setting, they also provide students with the experiences they might later share to help get jobs, internships and/or be accepted into graduate school. Graduate students need to be proactive in collecting and archiving artifacts that represent their experiences that demonstrate the learning doctoral and scholarly activities. This workshop will help graduate students to prompt archiving and reflection in relation to their doctoral journey.

11-W7 Workshop: UX/UI: Hands-on Experience with Research Methods and Teaching Strategies (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 13

UX/UI: Hands-on Experience with Research Methods and Teaching Strategies ***Michele Estes***, James Madison University; ***Eric Stauffer***, Virginia Tech
This fun workshop is designed to generate awareness and understanding of User Experience (UX) concepts and techniques. Participants will actively explore interaction research and design strategies and procedures that may be applied in the UX or ID-related classroom. Participants should bring a laptop.

FRIDAY OCTOBER 21

41-W1 Workshop: Everything You Wanted to Know About Writing Your Dissertation or Chairing a Dissertation (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 7

Everything You Wanted to Know About Writing Your Dissertation or Chairing a Dissertation ***Ana Donaldson***, University of Northern Iowa - Retired; ***Jennifer Smolka***, Walden University; ***Ava (Shu-Hsiang) Chen***, Chulalongkorn University; ***Bradley J Boute***, Walden University
This 1/2 day workshop is about taking the mystery out of doing your dissertation/ Executive Summary and faculty insights on how to be a more effective Dissertation Chair. We guarantee you your working Dissertation title before the workshop ends. Our goal is take the secret handshake out of the process while helping you move forward. We will share how to deal with writer's block and proven ways to mentor students through the process. if you are a student, new professor or been around for a while. this entertaining session is for you.

41-W2 Workshop: FlexLearning Course Design: Preparing Your Course for FlexLearning Delivery (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 8

FlexLearning Course Design: Preparing Your Course for FlexLearning Delivery ***Eileen Grodziak***, The Pennsylvania State University; ***Dean R Shaffer***, The Pennsylvania State University; ***Camille Dickson-Deane***, University of Melbourne
What if instructors gave all students the option of attending class, or not? During this interactive hands-on workshop, participants will explore Penn State Lehigh Valley's (PSULV) FlexLearning course design model, that provides students with options to attend in-person or online in the same class. Facilitators will guide participants through the necessary preparation steps to support both attendance modes. The workshop closely follows PSULV's 4-week cohort-based faculty training course, Preparing Your Course for FlexLearning Delivery.

41-W4 Workshop: Lecture like TED: Creative Digital Presentations that Engage and Motivate (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 10

Lecture like TED: Creative Digital Presentations that Engage and Motivate ***Amie Norden***, University of Minnesota
This session will provide participants with direction for designing more engaging presentations and conclude with participants creating their own digital 'lecture type' presentation video using an app on the iPad. By the end of the session, participants will have transformed an existing presentation slide deck using elements of good design and created a mini 'video' lecture, using images,

embedded video, and annotations or inking through an iPad app.

41-W5 Workshop: Methods for Designing and Evaluating Educational Games (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 11

Methods for Designing and Evaluating Educational Games ***Alan Koenig***, UCLA/CRESST; ***Greg Chung***, UCLA
This workshop is intended for individuals interested in the design of educational games. Specifically, it will focus on how to align the components of instruction, assessment, game mechanics, player and system affordances, and data capture for maximum pedagogical and psychometric effectiveness. Via review and discussion of existing games and simulations, participants will delve into a game design methodology developed by UCLA/CRESST and successfully implemented in K-12 and military applications for more than a decade.

41-W6 Workshop: Online learning analytics on social networking sites: how to tap the potential of data mining in research of educational technology (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 12

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 prerequisites are to bring your own laptops and have your own ideas for online learning activities.

41-W7 Workshop: Put Your Leadership Cards on the Table! Q Sort and Real-Time Analysis of Leadership Styles (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 13

Put Your Leadership Cards on the Table! Q Sort and Real-Time Analysis of Leadership Styles ***Brandy Walker***, University of Georgia; ***Daisyane Barreto***, University of North Carolina Wilmington; ***Robert Maribe Branch***, University of Georgia
Participants in this workshop will demo a game-board style tool that generates deeper reflection and discussion around subjective topics, such as leadership styles. This workshop, developed in coordination with the AECT Leadership Development Committee, will emphasize questions important to AECT and our field. Participants will leave with ideas about how to use this activity in other training and educational settings, and a preliminary analysis of the perspectives on leadership generated in the workshop.

001. AECT -Board of Directors Meeting I
8:00 am to 11:30 am
Conf Ctr - Executive Board Rm

002. NSF Early Career Development Symposium - Monday
8:00 am to 5:00 pm
Conf Ctr - Pavilion 4

003. 01-W1 Workshop: Create your own interactive instructional videos with Camtasia & YouTube (preregistration required)
8:30 am to 4:00 pm
Conf Ctr - Conference Rm 7

Create your own interactive instructional videos with Camtasia & YouTube ***Tonia A. Dousay***, University of Wyoming

Whether you're looking to create short screencast videos, longer instructional tutorials, or interactive brief lectures for online learning, Camtasia and YouTube can help you. In this workshop, we'll cover the basics of using TechSmith Camtasia from importing and recording media to annotations and transitions and how to use YouTube editing tools for annotations, hyperlinks, and infocards. New users will download the software trial and create a YouTube channel at the beginning of the workshop.

004. 01-W2 Workshop: Creating Interactive Content with Adobe Animate (Flash) (preregistration required)
8:30 am to 4:00 pm
Conf Ctr - Conference Rm 8

Creating Interactive Content with Adobe Animate (Flash) ***Peter Rich***, Brigham Young University
This hands-on, half-day workshop will help participants use Adobe 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. Participants will learn basic programming skills to create interactive content that can then be exported to HTML, CSS, and Javascript applications.

005. 01-W3 Workshop: Fallacies of Social Neutrality in IDT (preregistration required)
8:30 am to 4:00 pm
Conf Ctr - Conference Rm 9

Fallacies of Social Neutrality in IDT ***Amy C Bradshaw***, University of Oklahoma
Unearned privilege, racism, sexism, ableism, and other forms of injustice occur both in and out of the IDT field. Social neutrality fallacies disguise these injustices by normalizing the positionalities and privileges of those with the most power. When we fail to recognize and disrupt social neutrality myths, we perpetuate injustice. Everyone in the IDT field has a responsibility to understand, recognize, and disrupt the fallacies of social neutrality that are common to our field.

006. 01-W4 Workshop: Serious Game Design and Development (preregistration required)
8:30 am to 4:00 pm
Conf Ctr - Conference Rm 11

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

007. 01-W5 Workshop: Student Design Case SLAM (preregistration required)
8:30 am to 4:00 pm
Conf Ctr - Conference Rm 10

Student Design Case SLAM ***Elizabeth Boling***, Indiana University; ***Craig D. Howard***, The University of Tennessee Knoxville; ***Colin M. Gray***, Purdue University; ***John Baaki***, Old Dominion University; ***Randa Fathy***, Indiana University
Open to students only, this Design Case SLAM is an intensive workshop in which each participant, or participant team, creates a short design case with the input of past and current editors of the International Journal of Designs for Learning and presents it to a jury for feedback. All completed cases are guaranteed review for the journal following the workshop. Guidelines provided. Pre-work required. Design prizes for everyone who completes the workshop.

008. GSA - Executive Board Meeting
10:30 am to 11:30 am
Conf Ctr - Conference Rm 2-3

Chairs:
Jason A Engerman, *Penn State University*
Jonlee Shane Anderle, *University of Wyoming*

009. AECT Leadership Meeting & Lunch (RSVP-Invitation only)
11:30 am to 1:00 pm
Conf Ctr - Pavilion 9

010. 04-W1 Workshop: SIG OpenEd: An Introduction to Open Educational Resources for Instructional Designers (preregistration required)
1:00 pm to 4:00 pm
Conf Ctr - Conference Rm 13

Presenter:
David Wiley, *Brigham Young University*

Because of their unique copyright licensing, Open Educational Resources (OER) enable a range of pedagogical and assessment practices that are impossible when using traditionally copyrighted publisher materials. Join us as we launch a new special interest group on open education and its implications for instructional design and instructional designers. This workshop will include clear definitions, a review of empirical research on the impacts of OER adoption, how to find OER, how to collaborate with your library in supporting faculty use of OER, and examples of innovative pedagogical and assessment practices enabled by OER. The SIG will work actively throughout the year supporting instructional designers in their use of OER thanks to a grant from the William and Flora Hewlett Foundation.

011. Committee: Strategic Planning
1:00 pm to 2:00 pm
Conf Ctr - Executive Board Rm

012. D&D -IDT Professor's Forum
1:00 pm to 4:00 pm
Conf Ctr - Pavilion 3

013. D&D -Board of Directors Meeting
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 6

014. INTL -Board of Directors Meeting
2:15 pm to 3:15 pm
Conf Ctr - Executive Board Rm

Chairs:
Yu-Chang Hsu, *Boise State University*
Hsin-Te Yeh, *Metropolitan State University of Denver*

015. OTP -Board of Directors Meeting
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 1

Presenters:
Nancy B. Hastings, *University of West Florida*
Mary Jo DeJoice, *Davis & Elkins College*
Tim Boileau, *Indiana State University*
Jennifer Bauman, *Quicken Loans*
Holley Handley Langille, *University of West Florida*
Shahron Williams van Rooij, *George Mason University*

016. ST&C -Board of Directors Meeting
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 2-3

Chairs:
Beth Rajan Sockman, *East Stroudsburg University of Pennsylvania*
Eugene Kowch, *University of Calgary - Faculty of Ed*

017. TED -Board of Directors Meeting
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 4-5

Facilitator:
Kristin Brynteson, *Northern Illinois University*

018. CLT -Board of Directors Meeting
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 4-5

Chair:
Peggy Ann Lumpkin, *Young Harris College*

019. DDL -Board of Directors Meeting
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 6

020. ICEM -Board/Membership Meeting
3:30 pm to 4:30 pm
Conf Ctr - Executive Board Rm

021. RTD -Board of Directors Meeting
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 2-3

022. SMT -Board of Directors Meeting
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 1

023. First Timer's Orientation
4:30 pm to 6:00 pm
Conf Ctr - Pavilion 6

Chair:
Linda L. Campion, *East Carolina University*

024. Committee: Professional Ethics
7:00 am to 8:00 am
Conf Ctr - Executive Board Rm

Chair:
Brian Belland, *Utah State University*

025. Intern Meeting - 1 Tuesday
7:00 am to 8:00 am
Conf Ctr - Board Rm

026. AECT - Legends and Legacies Project
8:00 am to 9:00 am
Conf Ctr - Ballroom A

Presenters:
Qing Zhang, *Virginia Tech*
Kibong Song,
Barbara Lockee, *Virginia Tech*

The AECT Legends and Legacies Project is grassroots effort to preserve the stories of those individuals who have contributed to the advancement of the field of instructional design and technology. The initiative began over 10 years ago as an informal project among AECT members to capture the personal histories of our leaders through video interviews, largely recorded at our national convention. About five years ago, the presenters took on the next phase of the project, an effort to create an online archive in which to store these videos and make them publicly accessible. Additionally, interviews have been conducted at our conferences, as well as in the homes and offices of leaders who may no longer be traveling to the convention. More recently, the work has focused on the digitizing of existing analog interviews in order to contribute them to the archive. Come join us to learn about the latest iteration of this project and provide feedback regarding its use and design.

027. Arm Rest Studio Lounge - 1 Tuesday
8:00 am to 5:00 pm
Conf Ctr - Pavilion Walkthru

028. CLT - Technology and Teaching English Language Learners
8:00 am to 9:00 am
Conf Ctr - Conference Rm 6

The Effects of Different Multimedia Learning Environments on the Learning Outcomes of Second Language Learners ***Araya Ramsin***, Northern Illinois University; ***Hayley Mayall***, Northern Illinois University

A quasi-experimental, pretest/posttest quantitative study investigated whether there was a difference in performance outcomes of second language learners participating in two different multimedia learning environments: 1) images with audio only 2) images with audio and on-screen text. Participants were 230 undergraduates in an English course at a university in Thailand. A mixed-design analysis of covariance (ANCOVA) was performed. Findings indicated there was no significant difference between the groups learning outcome changes from pretest to posttest.

Understanding Teacher Expertise to Address the Needs of ELLs: The Instructional Conversation ***Diego Boada***, University of Georgia; ***Pedro Portes***, University of Georgia; ***Paula Mellom***, University of Georgia

This qualitative case study explores the characteristics of elementary school teachers who have gained expertise at implementing the Instructional Conversation (IC) model to teach English Language Learners (ELLs). The IC is grounded in neo-Vygotskian theory and aims to facilitate language and academic content development by fostering small-group dialogue. This paper also discusses how to help teachers develop expertise and provides further evidence on how the IC model positively affects teachers and students' attitudes and behaviors.

029. Committee: AECT Awards
8:00 am to 9:00 am
Conf Ctr - Board Rm

030. D&D - Design of Instruction
8:00 am to 9:00 am
Conf Ctr - Ballroom B

Role of Perspective-Taking in Developing Personal Epistemology: A Theoretical Framework for Designing Perspective-Enhanced Case-based Learning Environments ***Zackery Howington***, University of Georgia; ***Ikseon Choi***, The University of Georgia

This presentation discusses personal epistemology as it relates to perspective-taking activities used in classroom settings. The theoretical framework discussed emphasizes that perspective-taking ability can be promoted through reviewing the concepts of personal epistemology. The framework proposes that using case-based activities in a system of four key elements; Contextualization, Role Assignment, Immersive Case Accounts, and Critique and Peer Review, can promote a more enriching learning environment that promotes personal epistemological development and real-world problem solving.

A video-based interaction analysis of scaffolding functions during case discussions in Law and Marketing classes ***Jiyoon Jung***, Indiana University Bloomington

This study reports on categories and descriptions of scaffolding functions found from interaction analyses of in-class case discussion videos from two classes of different disciplines. The video data are subsets of data collected in a semester-long participant observation study on disciplinary case-based instructional practices (Authors, 2014). Discussions will be focused on how scaffolding functions compare and contrast between and within disciplines. Recommendations on learning from practices of other disciplines will also be discussed.

031. D&D - Faculty Development
8:00 am to 9:00 am
Conf Ctr - Ballroom C

An Instructional Designer's Perspective on Different Types of Team Course Development ***Amy Marie Grincewicz***, Kent State University

Many institutions are encouraging faculty to work with instructional designers and educational technologists to help them develop their online courses. The instructional designer has worked on developing online courses utilizing three different collaborative team-based approaches. The team-approach provides multiple perspectives by bringing course developers and subject matter experts together with a designer and technologist to design an effective online and engaging online course. This presentation will discuss each of these collaborative approaches to course design.

Designing a Graduate Supervision MOOC for Faculty Development ***Hawazen Alharbi***, University of Calgary, King Abdulaziz University; ***Michele Jacobsen***, University of Calgary

This practice proposal reports on a design-based research study that is exploring the design, implementation and evaluation of a Graduate Supervision MOOC for faculty development. Findings from this designed based research are expected to increase our collective understanding of accessible and robust faculty development approaches for graduate supervision that engage academic faculty in an interdisciplinary learning community and enhance their graduate supervision practices.

032. D&D - Learners' Analysis
8:00 am to 9:00 am
Conf Ctr - Ballroom G

What Should Instructional Designers Know About Learning Analytics? ***Randall Davies***, BYU; ***Rob Nyland***, Brigham Young University; ***Robert Bodily***, Brigham Young University; ***John Chapman***, Brigham Young University; ***Brian Jones***, Brigham Young University; ***Jay Young***, Brigham Young University

In this presentation we'll explore issues of designing instructional technology that utilizes learning analytics—an emerging field of practice and research unfamiliar to many instructional designers. Drawing from projects in which we are currently engaged and using an adapted framework from academic analytics, we'll discuss key decisions that instructional designers need to make that are pertinent to the selection, capture, visualization, and use of data within an instructional system.

Student Learning Practices within an Active Learning Space: Factors in Context ***Tiffany Roman***, Indiana University

Active learning environments have known benefits, yet questions remain about how active learning spaces affect student perceptions of their learning experiences and if those perceptions are influenced by course level or subject matter (Brooks, 2011). This study used survey methods to examine student perceptions (N=96) of learning practices across 14 courses taught in a general-purpose active learning classroom at a large Midwestern university. Factors related to course level and subject matter are examined for significance.

033. D&D - Web 2.0
8:00 am to 9:00 am
Conf Ctr - Pavilion 6

Open to All? University Website Accessible Design across the U.S. ***Royce Kimmons***, Brigham Young University

This study utilizes web scraping and automated content analysis to evaluate basic Priority 1 (P1) web accessibility of all university websites in the U.S. Results indicate overall inaccessibility in key P1 factors and that some instances of inaccessibility reflect systemic disregard for basic requirements, while others may be isolated examples of oversight. Results should be used to inform the accessible design of institutional websites, thereby making them open and useable by all.

Establishing Behavioral Intent: If You Make It,

Will They Use It? ***Darryl Draper***, Old Dominion University; ***Rochelle Rodrigo***, University of Arizona; ***Megan Mize***, Old Dominion University

Research regarding student engagement and motivation for the development of ePortfolios focuses on student buy-in after introduction to and initial use of an ePortfolio. This study examined data from a student survey following workshops on the introduction to and training for using ePortfolios, as well as data on actual student ePortfolio usage. Using the Technology Acceptance Model, the researchers demonstrated that students' perceived usefulness of ePortfolios has the highest total effect on intention to use.

034. DDL - Faculty Experiences
8:00 am to 9:00 am
Conf Ctr - Pavilion 11

A Systematic Literature Review on Faculty Members' Lived Experiences Teaching Online Courses ***Ahmet Colak***, University of South Florida; ***Yiping Lou***, University of South Florida

This systematic literature review synthesized a total of 38 quantitative and mixed method studies published in journals between 2000 and 2015 on faculty members' experience and perceptions of teaching online courses. Four major themes of findings were identified and synthesized: motivation, workload, challenges and satisfaction teaching online. In this presentation, we will present the findings of the major themes and sub-themes examined and the relationships among several of the themes so as to portray the whole picture of faculty teaching online.

035. DDL - Lessons Learned from MOOCs
8:00 am to 9:00 am
Conf Ctr - Pavilion 10

Enrollment Purposes, Instructional Activities, and Perceptions of Attitudinal Learning Gains: Case Study of a Human Trafficking MOOC ***WooRi Kim***, Purdue University; ***Sunnie Watson***, Purdue University

The purpose of this study was to examine learner enrollment purposes, perceptions on instructional activities, and their relationship to learning gains in a Massive Open Online Course (MOOC) for attitudinal change regarding human trafficking (HT). Using an author-developed survey, learners reported their perceptions on instructional activities and learning gains within the MOOC. Based on the results of the study, we discussed the instructional design considerations.

Teaching Massive, Open, Online, Courses (MOOCs): Tales from the front lines ***Patrick Lowenthal***, Boise State University; ***Ross Perkins***, Boise State University; ***Chareen Snelson***, Boise State University

Most articles about MOOCs unfortunately come from the popular press and are not based on empirical research. While empirical research on MOOCs is increasing, relatively little has been written about what it is like to teach a MOOC. In this mixed methods exploratory study, we set out to capture the perceptions and experiences of instructors teaching massive open online courses. In this session, we will present the results of our inquiry and implications for practice.

036. DDL - Online Program Administration
8:00 am to 9:00 am
Conf Ctr - Pavilion 9

Administering Online Programs: What the e-Learning Leader Needs to Know ***Anthony A. Pina***, Sullivan University System; ***Jason Huett***, University of West Georgia; ***Lauren Cifuentes***, Texas A&M University--Corpus Christi; ***Andrea Gregg***, The Pennsylvania State University

Come and join in a discussion and exchange with experienced faculty and instructional designers who now lead online education programs at their institutions. If you are interested in taking a leadership role in online education at you institution, this is the session for you! We will be giving away a copy of our book "Beyond the Online Course: Leadership Perspectives on e-Learning" and discussing the upcoming "What the E-Learning Leader Needs to Know."

037. ELT -Board of Directors Meeting
8:00 am to 9:00 am
Conf Ctr - Conference Rm 1

Presenter:
Scott Joseph Warren, *University of North Texas*

038. Handbook Advisory: Board Meeting
Time Changed to *11:45 am to 12:45 pm*
Conf Ctr - Executive Board Rm

Chairs:
MJ Bishop, *AECT Board Member*
Elizabeth Boling, *Indiana University*
Jan Elen, *CIP&T, KULeuven*
Vanessa Svihla, *University of New Mexico*

039. INTL - Social Network Sites in Instruction & Hearing Factor in Technology Use
8:00 am to 9:00 am
Conf Ctr - Pavilion 3

Perceptions of K-12 Students and Teachers on Using Social Network Sites in Instruction ***Seda Karabulut***, Middle East Technical University; ***Omer Delialioglu***, Middle East Technical University

This is a descriptive study to provide information on the current situation and also search for new possible improvement of instructional techniques for using Social Networking Sites (SNS) in K-12 settings. Participants of the study were 500 students (9 to 12 grades) who were studying at a private high school in Turkey and 61 teachers who are working at the same school, from different departments.Data on students and teachers perceptions are obtained through a developed survey.

040. NSF Early Career Development Symposium - Tuesday
8:00 am to 1:00 pm
Conf Ctr - Pavilion 4

041. RTD - Games: Theory and Design Camps
8:00 am to 9:00 am
Conf Ctr - Ballroom E

Toward A Comprehensive Theoretical Framework for Game-based Learning in Education 3.0 ***Ali Alshammari***, Purdue University; ***William Watson***, Purdue University

A new paradigm in education, that centralizes the role of the learner in the learning process, has been receiving ample attention from educational scholars in recent years. This paper provides a theory-driven comprehensive framework to guide instructional designers to design, implement, and evaluate GBL in Education 3.0. This is a comprehensive framework because it provides instructional designers with assumptions, schematic overview, theoretical models, and research questions that may be answered empirically.

Dimensions of Design Activity in a Tabletop Game Design Camp ***Keri Valentine***, West Virginia University; ***Lucas John Jensen***, The University of Georgia

This proposal reports research of 11-17 year-olds' design activity in a weeklong tabletop/role-playing game design camp. Campers worked in small teams to iteratively develop prototypes of an original game idea. The research team analyzed approximately 80 hours of multi-track audio and visual data capturing design activity. Two frameworks guided the grounded theory analysis: one concerning practices important in arts-based learning environments and one relating design practices in engineering and game design (Authors, 2015).

042. RTD - Multimedia Learning
8:00 am to 9:00 am
Conf Ctr - Ballroom F

Does the modality principle impact today's learners' cognitive load, transfer and retention of knowledge? ***Amy Marie Oberfoell***, Iowa State University; ***Ana-Paula Correia***, Iowa State Univeristy

This presentation provides a mixed methods data-set around effective instructional design for multimedia learning environments regarding the modality principle. The research replicates and counters a seminal study completed by Mayer and Moreno* (1998) which sates in PowerPoint presentations, words as speech, rather than on-screen text, is more effective for low-experience content learners. Data showed that PowerPoint presentations which only included onscreen text were more effective for retention and transfer of knowledge than words as speech. * Mayer, R. & Moreno, R. (1998). A split-attention effect in multimedia learning: evidence for dual processing systems in working memory. Journal of Educational Psychology, 90(2), 312-320.

The Cognitive Theory of Multimedia Learning as Critical Framework for Humanized Verbal Instructional Messages ***Sara West Bechtold***, University of Arizona South

Learners do not respond differently when they hear a computerized voice as opposed to a human voice, but they do respond to embedded cues. There is no significant difference in retention in learners within a computer based or traditional learning environment, unless the Cognitive Theory of Multimedia is the primary underlying theoretical basis for research and design. This theory promotes a personalization of an instructional message, which is central for computer based learning to become a social event.

043. SMT - Collaborative Sensemaking: From Web Searches to Social Tagging in High School Settings
8:00 am to 9:00 am
Conf Ctr - Conference Rm 4-5

Social Tagging as a Support for Collaborative

Sensemaking in High School Science ***Jennifer L. Weible***, Central Michigan University; ***Heather Toomey Zimmerman***, Penn State University

This study examines how high school science students used a social bookmarking-tagging system to curate, annotate, and share their weblinks with other classmates when searching for online resources about alternative energy. Findings indicate that social tagging supported sensemaking both individually and collaboratively. Looking at social tags as indicators of learning is one way in which teachers and researchers can determine how and if individuals and groups are making sense of information as they search.

044. TED - Exploring the Research on Pre-Service Teachers and Technology
8:00 am to 9:00 am
Conf Ctr - Conference Rm 2-3

Are We Making a Dent? Preservice Teachers' Perceptions of Web 2.0 Tools in their Future Practice ***Jason Siko***, Grand Valley State University

Various studies have indicated that preservice teachers have an interest in using Web 2.0 tools with the belief that it will improve student learning. However, the descriptions of how they would use a given Web 2.0 tool may not utilize all of its features. This session discusses the results of a qualitative analysis of students' reflections and suggests ways to get preservice teachers to fully utilize the communicative features of these tools.

Technology Integration Matrix: Benefits to the Pre-Service Educator ***Kelly Noelle McKenna***, Colorado State University; ***Lindsey Schulz***, University of Northern Colorado; ***Catherine Otieno***, university of northern colorado

This qualitative study investigates the use of a Technology Integration Matrix utilized in K-12 teacher preparation courses at a teaching intensive university in the Rocky Mountain Region. Matrices were completed following all technology integration units in educational technology courses. The purpose of the TIM is for the preservice educators to make connections between pedagogical theories and models, standards, and effective implementation of technology.

045. TED Panel: Every Student Succeeds Act (ESSA) and teacher education: Time to panic or think creatively?
8:00 am to 9:00 am
Conf Ctr - Conference Rm 12

Every Student Succeeds Act (ESSA) and teacher education: Time to panic or think creatively? ***Christine K. Sorensen Irvine***, University of Hawaii at Manoa; ***Kristin Brynteson***, Northern Illinois University; ***Alan Buss***, University of Wyoming; ***Mary Herring***, University of Northern Iowa; ***Lara M. Luetkehans***, Indiana University of PA; ***Clif Mims***, University of Memphis; ***Kay Persichitte***, Univ of Wyoming; ***Sharon Smaldino***, Northern Illinois University-retired

In December 2015, Every Student Succeeds Act (ESSA) passed. While commentators have been optimistic about the law, what has been less discussed is its potential impact on preparation of those who work in K-12 schools – teachers and principals. This panel of current and former deans and administrators involved in teacher education will discuss the potential impact of ESSA and engage the audience in a discussion of how colleges, schools and departments of education might respond.

046. 11-W1 Workshop: Creating a Customizable, Differentiated Blended Learning Environment (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 7

Creating a Customizable, Differentiated Blended Learning Environment ***George Ober***, William Floyd School District, Mastic Beach NY

Creating a Customizable, Differentiated Blended Learning Classroom by integrating technology while maintaining best teaching practices will increase student engagement and build higher order thinking and develop creativity. Creating an online and in-class visual environment where formative assessment is embedded in instruction, teachers can personalize learning and differentiate instruction. Blended Learning transforms classrooms into student-centered environments where critical thinking, communication, collaboration and creativity are necessary skills required for success in the 21st century.

047. 11-W2 Workshop: Creativity in Education (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 8

Creativity in Education ***Jody Lawrence***, University of Minnesota, College of Design

Creativity is a mental ability that can be enhanced by practice. This session shares the knowledge gained

from teaching and researching in the field of creativity. Workshop participants will try out classic exercises designed to measure creativity, and engage in activities known to foster personal creativity. Participants will learn a variety of methods that foster learner and educator creativity, and can be readily adopted into any in-person or online course.

048. 11-W4 Workshop: Innovative Case-Based E-Learning Design for Enhancing Real-World Problem Solving: Three Principles and Seven Strategies (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 9

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

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

049. 11-W5 Workshop: Using an Implementation Framework to Build and Sustain an ePortfolio Initiative (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 10

Using an Implementation Framework to Build and Sustain an ePortfolio Initiative ***Samantha Blevins***, Radford University; ***Jennifer Brill***, Virginia Tech

Electronic portfolios (ePortfolios) are a technology that can be implemented to capture student learning and achievements. While scholars are in agreement that the use of ePortfolios is beneficial for students, especially when demonstrating their knowledge, skills, and individual creativity, implementation can be challenging. This workshop will leverage an ePortfolio implementation framework to assist attendees in building or sustaining their own ePortfolio initiatives.

050. 11-W6 Workshop: Using ePortfolio Pedagogy to Document Your Doctoral Journey (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 11

Using ePortfolio Pedagogy to Document Your Doctoral Journey ***Darryl Draper***, Old Dominion University; ***Megan Mize***, Old Dominion University; ***Rochelle Rodrigo***, University of Arizona

Not only do doctoral studies and scholarly activities provide doctoral students the opportunity to apply course content in a research setting, they also provide students with the experiences they might later share to help get jobs, internships and/or be accepted into graduate school. Graduate students need to be proactive in collecting and archiving artifacts that represent their experiences that demonstrate the learning doctoral and scholarly activities. This workshop will help graduate students to prompt archiving and reflection in relation to their doctoral journey.

051. 11-W7 Workshop: UX/UI: Hands-on Experience with Research Methods and Teaching Strategies (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 13

UX/UI: Hands-on Experience with Research Methods and Teaching Strategies ***Michele Estes***, James Madison University; ***Eric Stauffer***, Virginia Tech

This fun workshop is designed to generate awareness and understanding of User Experience (UX) concepts and techniques. Participants will actively explore interaction research and design strategies and procedures that may be applied in the UX or ID-related classroom. Participants should bring a laptop.

052. D&D - Design Case
9:15 am to 10:15 am
Conf Ctr - Ballroom B

Designing & Assessing Competencies in a New Transdisciplinary Studies in Technology Program ***Marisa Exter***, Purdue University; ***Secil Caskurlu***, Purdue University; ***Iryna Ashby***, Purdue University; ***Richard Dionne***, Purdue University

Initiated in 2014, Transdisciplinary Studies in Technology is the first competency-based undergraduate program at a large Midwestern land-grant research university. Developing a program-level competency and assessment model has been an ongoing challenge. This presentation will walk you

through the process we have undergone to develop and refine this model, and present it in its current form. We will then open to questions about our own experience – good, bad, and ugly!

Implementing an Instructional Grouping Strategy into an Online Graduate Level Course: Design Case ***Funda Ergulec***, Indiana University

This design case describes a three semester long (Spring 2013, Spring 2015, and Summer 2015) curricular and instructional design project focusing on the design and implementation of a collaborative learning experience for graduate online students. It focuses the iterative design and implementation process of integrating the innovation for group learning that an Associate Professor, Assistant Professor, and instructional designer went through to integrate collaborative learning activities into their course and connect them to other aspects of their course experiences, as well as the education program they are in in general.

053. D&D - Instructional Design and STEM
9:15 am to 10:15 am
Conf Ctr - Ballroom C

A Mixed Methods Study Investigating Scenario-Based e-Learning in STEM Education ***David Proudfoot***, University of Phoenix; ***Mansureh Kebritchi***, University of Phoenix

This research proposal reports a quasi-experimental study on the efficacy of a scenario-based eLearning to improve science knowledge and interest in STEM-related professions of elementary students. The presentation is designed to assist educators in using effective instructional design approach practices in order to improve STEM knowledge in science and interest toward STEM-related professions of elementary students.

Designing an Interprofessional Education Course in Biomedical Ethics Using Problem-Based Learning: A Design and Development Study ***James Klein***, Florida State University; ***Faiza Al-Jabri***, Florida State University

This presentation will focus on a case study conducted to investigate the design and evaluation of an interprofessional education (IPE) course in biomedical ethics offered to healthcare providers in Oman. Data were collected using logs, surveys, interviews, and observations. Participants were an instructional designer, an instructor, five group facilitators, and 28 healthcare providers. Findings suggest that PBL is an appropriate strategy to promote participant interaction and satisfaction.

054. D&D - STEAM Education and Emerging Technologies: Moving Forward
9:15 am to 10:15 am
Conf Ctr - Ballroom A

STEAM Education and Emerging Technologies: Moving Forward ***Xun Ge***, University of Oklahoma; ***Dirk Ifenthaler***, University of Mannheim; ***Jonathan M Spector***, Department of Learning Technologies; ***Ji Shen***, university of miami; ***Lingguo Bu***, Southern Illinois University Carbondale; ***Armanda Lewis***, New York University

Recently we published an edited book on STEAM education and emerging technologies to address some concerns and respond to some emerging needs in education. The volume consisting of 20 chapters reveals multiple perspectives about STEAM education and different views on the role of Arts in relationship with STEM. In this panel discussion some chapter contributors, who have been invited and agreed to participate, will share their scholarly works, multiple perspectives, and valuable pedagogical practice about STEAM education.

055. D&D - Training
9:15 am to 10:15 am
Conf Ctr - Ballroom G

A Historical Review of Gender Effect toward Adopting Technology ***Mohammed Mansour Abahussain***, Northern Illinois University; ***Ying Xie***, Northern Illinois University

The literature showed a variety of results about the effect of gender on the adoption of newer technology. In this historical review, the authors reviewed the studies dated between 1980s and 2013 that addressed the gender differences toward adopting technologies. This presentation reports the overall historical trend, the theoretical models employed, the technology tools of interest and concludes with some interpretations and future research directions.

Reaching young farmers: Designing professional development in technology integration for older agricultural educators ***Tianxiao Yang***, Syracuse University; ***Tiffany A. Koszalka***, Syracuse University

Agricultural educators (AE) in Northern New York Cooperative Extensions (CE) have a mission to support

farmers through educational outreach. Recently, younger farmers have requested that CE educational resources and sessions be offered through technology. An ID group in central NY was contracted to design and offer a learning session to help AE develop skills to use a variety of digital technologies. A generative learning approach was used. Evaluation data suggested the learning session was successful.

Self-Efficacy Beliefs, Prior Deployment Experience, and Cognitive Functioning Levels of Disaster Response Tabletop Exercise Participants ***Nadia Taylor***, University of West Florida; ***Byron Havard***, University of West Florida; ***Holly Ellis***, University of West Florida

This study contributes to the limited literature related to the use of tabletop exercises as an effective training method. By investigating the relationship among perceived levels of cognitive functioning of disaster response tabletop exercise participants, perceived levels of self-efficacy, and prior deployment experience, exercise planners can potentially improve disaster response tabletop exercises in the future, providing a forum for high level critical thinking and cognitive functioning and increasing participants' self-efficacy beliefs regarding disaster response.

056. D&D - Web 2.0 Tools
9:15 am to 10:15 am
Conf Ctr - Pavilion 6

Pillars for Innovations: Integrating MOOCs in U.S. Research Universities ***Wen-hao David Huang***, University of Illinois at Urbana-Champaign; ***Collin Ruud***, University of Illinois at Urbana-Champaign; ***Sarah Lubienski***, University of Illinois at Urbana-Champaign; ***William Buttlar***, University of Illinois at Urbana-Champaign

Recent deployment of MOOCs in higher education has been considered a highly innovative effort. The sustainability of this innovation, however, remains inconclusive. This NSF-funded study, aligned with the Design-Based Research thinking, investigated how research university faculty and staff as "practitioners" perceive MOOCs. Emerged from a 2-day workshop, this presentation will report and discuss four major pillars to sustain MOOC integrations in research universities identified by higher education administrators, faculty, and accreditors.

Social Media in Higher Education: Professional Development & Informal Learning for Graduate Students ***Enilda Romero-Hall***, University of Tampa

This proposal discusses a research study in which social media is use to increase professional growth and informal learning opportunities of graduate students. Specifically, this presentation discusses the results of the implementation of different social media channels (Facebook, Twitter, and Google+) as outlets of communications with the students in an instructional design graduate program. The researcher collected the data using a short survey instrument and various metrics tools of the social media sites.

[NR]Design and development of an Online Tangram Programming Environment ***Jale İpek***, Ege University; ***Onur Donmez***, Ege University

The current study aims to represent the design and development processes of an Online Tangram Programming Environment (OTPE). The OTPE is an abstraction of the well-known tangram puzzle, which is an ancient Chinese puzzle sheltering seven pieces (triangles, squares and parallelograms). Teachers of mathematics using tangram sets to enhance children's spatial senses, comprehension of geometric shapes, and relations among geometric shapes. OTPE merges instructional capacity of the tangram with the potential of computational thinking. Current study reports findings from initial design and usability cycles of OTPE. Preliminary findings indicates a need for code-assisting tools.

057. DDL - Communication & Social Networking
9:15 am to 10:15 am
Conf Ctr - Pavilion 10

Promoting Learner Interaction with a Google+ Social Media Model that Replaces Traditional Discussion Forums ***JoAnne Dalton Scott***, University of Tampa

This presentation provides an overview of the Directed Google+ Community model (DG+). Specifically, the presentation will define the model; examine how it promotes learner interaction, discussion, collaboration and peer review; as well as discuss how it supports course topics, assignments, creates a searchable knowledge management system, and compliments the use of an LMS for grade reporting purposes. The presentation will conclude by demonstrating how the model can be integrated into existing courses.

Using Social Networking Sites for Teaching and Learning: Students' Achievement and Involvement in Facebook® as a Course Management System ***Duygu Albayrak***, Bilkent University; ***Zahide Yıldırım***,

Middle East Technical University

The social activities or social interactions that occur between students, their peers and instructors in Social Networking Sites (SNSs) cloud play an important role in the learning process. This study examined whether SNSs have a place in teaching and learning. It studies how students use SNS, Facebook in a face-to-face course as a Course Management System and whether students' involvement to course SNS and students' achievement have any relationships among themselves or not.

058. DDL - Dissertations in Online Learning
9:15 am to 10:15 am
Conf Ctr - Pavilion 9

Dissertations in Online Learning ***Heather Robinson***, University of North Texas; ***Anneliese Sheffield***, University of North Texas; ***Alana Phillips***, University of North Texas; ***Gerald A Knezek***, University of North Texas; ***Scott Joseph Warren***, University of North Texas

This one-hour session reports results from three dissertations related to online learning, using one research question from each dissertation. Specifically, the topics being studied are retention, faculty experiences with collaborative learning, and student perceptions of collaboration. Each author will present results and invite discussion and questions related to her study.

059. DDL - Learning Analytics
9:15 am to 10:15 am
Conf Ctr - Pavilion 11

Tracking Learning Analytics in Asynchronous Online Discussions: Issues and Techniques ***Sheng-Bo Chen***, The Ohio State University; ***Kui Xie***, The Ohio State University

To capitalize on the voluminous amount of data produced by learning management systems (LMS), educational researchers have adopted data mining approaches, such as learning analytics. This presentation will discuss some practical ideas for instructors who would like to conduct quantitative and qualitative learning analytics studies using on-campus, off-campus, and self-owned LMS. We will also engage the audience in a discussion about policy and privacy aspects of learning analytics research.

Uncovering LMS Data: Using an API to Access Information about Learning ***James Castle***, University of Georgia

In this session, you will see an overview of how to retrieve a large dataset from an LMS via an API. This session will focus on the technologies used and the technical skills needed in order to access data in this way. The example used in this presentation will be a collection of asynchronous discussion posts (~225,000 posts) made in online courses over a period of two years.

060. ELT - IoT and MERLOT What Does it All Mean?
9:15 am to 10:15 am
Conf Ctr - Conference Rm 6

Evolution of Educational Technology: Educational Implications of Internet of Things (IoT) as a New Technology Paradigm ***Sinem Aslan***, Intel Corporation; ***Sinem Emine Mete***, Intel

We believe IoT is a game changer in education enabling intelligent learning environments. In this presentation, we will explain IoT as a new technology paradigm and its implications for our new world. Based on our research, we will showcase an IoT demo we setup in a school in Turkey. We will discuss phases from design to evaluation of this IoT technology. We will share our findings for how the key stakeholders including administrators, teachers, and students perceive the technology, how they use it for teaching and learning activities, and additional features they would like to see.

Optimizing MERLOT to Optimize ICT Literacy in Curricula ***Lesley S. Farmer***, CSULB

This session helps instructors and librarians take advantage of MERLOT to integrate ICT literacy – and their expertise – into their site's and system's educational program. MERLOT stands for Multimedia Educational Resource for Learning and Online Teaching. Established by the California State University system, MERLOT is a community-built repository of over 60,000 learning objects that can be repurposed for several kinds of instruction. This session explains how to locate and use MERLOT's features creatively to optimize learning.

061. GSA -Alternatives to Lectures
9:15 am to 10:15 am
Conf Ctr - Conference Rm 14

Chair:
Jennifer Englund, *University of Minnesota*

Presenters:
Tonia A. Dousay, *University of Wyoming*
Peg Ertmer, *Purdue University*
Anne Ottenbreit-Leftwich, *Indiana 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.

062. INTL - Socratic Seminar: An International Forum on Socratic Teaching [2hr]
9:15 am to 11:30 am
Conf Ctr - Pavilion 3

Socratic Seminar: An international forum on Socratic teaching ***Abbas Johari***, Cameron University; ***Robert Doyle***, Harvard University; ***Richard Albert Cornell***, University of Central Florida; ***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; ***Cengiz Hakan AYDIN***, Anadolu University; ***Patricia Young***, Uni. of Maryland Baltimore Co.

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.

063. RTD - MOOCs: Knowledge Construction and Attitudinal Change
9:15 am to 10:15 am
Conf Ctr - Ballroom F

Profiles of Attitudinal Change among MOOCs Learners: A Latent Profile Analysis ***Ji Hyun Yu***, University of Michigan; ***Sunnie Watson***, Purdue University

This study analyzed MOOC learner profiles in regard to their attitudinal change as learning outcomes. Using the sample with 796 participants from three different MOOCs, we found that MOOC learners fell into three significantly different clusters, Knower (n = 426, 53.5%), Doer (n = 36, 4.6%), and Synthesizer (n = 334, 41.9%). Chi-square analysis and multivariate analysis were used to investigate the relationships between student profiles and overall satisfaction, enrollment purpose, and preferred learning activity.

Examining knowledge construction of MOOC community using discourse analysis ***Qing Zhang***, Virginia Tech; ***Barbara Lockee***, Virginia Tech

This session presents a coding construct based on discourse analysis, an approach that includes social cues, cognitive presence and metacognitive presence to examine the quality of discussions and social-construction of knowledge process in a large-scale computer mediated communication (CMC) environment – MOOC discussion forum. The coding schema extends Henri's (1992) work in earlier CMC analyses techniques. This coding construct provides implications for future MOOC design strategies and facilitation of progressive inquiry processes within MOOC communities.

064. RTD - Research Methods: Learning Analytics and Content Analysis
~~*9:15 am to 10:15 am*~~ *Changed to Tuesday, October 18 2:15 pm to 3:15 pm*
Conf Ctr - Ballroom F

The effects of applying learning analytics via decision trees to students' performance in a physical science course ***Aklilu Maasho***, University of Memphis; ***Trey Martindale***, University of Memphis

With the abundance of electronic data available to educational researchers, new opportunities for research have emerged, combining data mining with traditional research methods. In our study we used a learning analytics tool called "decision trees" to explore students' performance in a physical science course. The results showed that the identified classification model was 81% correct in predicting total grades of students based their scores of homework, tests, labs, and final exam.

TechTrends 2010-2015: A Content Analysis ***Eric Stauffer***, Virginia Polytechnic Institute and State University

This concurrent session presents findings from a completed content analysis conducted on articles published within the journal TechTrends from 2000–2015. It presents a discussion of key findings of this research including the analysis of these articles by type, topic, keyword analysis, research method, authorship analysis, and citation analysis. The findings reveal empirically based trends within the journal and support a discussion of potential areas for future publications.

065. SMT - Creativity and Narrative Media in K-12 Classrooms (Tue/Wed)
9:15 am to 10:15 am
Conf Ctr - Conference Rm 4-5

Creating Videos in the Classroom: Crafting Understandings of What it Means to Persuade ***Jennifer L. Weible***, Central Michigan University

Making has been situated as a discipline integrating STEAM - Science, Technology, Engineering, Arts, and Math (Halverson & Sheridan, 2014a). The improvement of learning as 'making' hinges on providing opportunities for learners to engage in authentic work as active participants. As such, learners must be positioned as epistemic agents – 'individuals or groups who take, or are granted, responsibility for shaping the knowledge and practice of a community' (Stroup, 2014).

Exploring the Use of Little Story Creator App for Developing Elementary School Students' Technology Literacy ***Jiahui Wang***, University of Florida

The study explores the use of Little Story Creator App for developing elementary school students' technology literacy. Besides in-class observation and the artifacts students created during the learning process, an informal interview was conducted to understand students' perception toward the effectiveness of Little Story Creator App for developing technology literacy. Findings revealed Little Story Creator App's effectiveness in developing elementary school students' technology literacy, and a high level of interest and engagement was observed and reported. The study demonstrates the possibility of enhancing technology literacy by enabling engaging learning experience using Little Story Creator.

066. TED - Creative Strategies for Preparing Pre-service Teachers
9:15 am to 10:15 am
Conf Ctr - Conference Rm 2-3

Teachers as Makers: Preparing Pre-service Teachers for Makerspace Communities in PK-12 Education Using Participatory Learning ***Yi Jin***, Iowa State University

The presenter will present the initial attempt in preparing pre-service teachers for makespace communities in PK-12 education using participatory learning. The presenter will share the course design and success and challenges of developing and delivering the course, highlight some projects well done and some ideas for future directions and possibilities to improve this preparation. The presenter hopes to open the conversation and seek feedback from education stakeholders who are interested in the topics of makerspace.

Learning by design in teacher education: Using open educational resources for STEM lesson design ***Dongho Kim***, The University of Georgia; ***Robert Maribe Branch***, University of Georgia

The current study recognizes the potential of OERs as a high-quality source of STEM teaching. Pre-service teachers are expected to benefit from a lesson design activity with OERs for their future teaching. We are proposing 1) a conceptual model that illustrates how pre-service' teacher's practice can be improved with OERs through the lens of example-based learning and distributed cognition, 2) design guidelines for a lesson design activity with OER for pre-service teachers, and 3) a website to support the design activity

067. TED Panel: Busting the Myths of Educational Technology: Embracing our Agency
9:15 am to 10:15 am
Conf Ctr - Conference Rm 12

Busting the Myths of Educational Technology: Embracing our Agency ***Brent G. Wilson***, U of Colorado Denver; ***Patrick Lowenthal***, Boise State University; ***Brett Shelton***, Boise State University; ***Norm Friesen***, Educational Technology

To learn from Las Vegas is to go beyond the hype, in this case, as it is repeated in student work, and sometimes even in our own discourses. For example: youth are said to be "digital natives," technology is said to cause learning. Studies of students' behavior and of repeated technology interventions do not point to single technologically or demographically pre-determined outcomes. We argue they instead point towards individual creativity and agency.

068. AECT - Major Online Reference Work – Learning,

Design, and Technology: An International Compendium of Theory, Research, Practice and Policy
10:30 am to 11:30 am
Conf Ctr - Pavilion 6

Presenters:
Marcus Childress, *Baker University*
Barbara Lockee, *Virginia Tech*
Jonathan M Spector, *Department of Learning Technologies*

The AECT/Springer Major Reference Work (MRW) includes substantive, peer-reviewed articles that examine learning theory, research, design and development, practice and policy. The MRW features 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; authors will also present their contributions.

069. CLT - Diversity and Inclusion in School and at Work
10:30 am to 11:30 am
Conf Ctr - Conference Rm 6

Examining the culture of women in STEM fields: How microaggressions may be increasing attrition
Christine Herlihy, University of Central Florida; ***Laurie O. Campbell***, University of Central Florida

Preliminary findings regarding a study on female STEM participants' experiences in the field are revealing micro-aggressive factors which may be a source of attrition in the STEM fields of engineering and technology. The exploratory research findings indicate ways in which women are managing oppressive behaviors, women's lived experiences, and their unexpected attitudes and beliefs related to victimization.

Creative Ways to Include LGBTQ Students: Everyone Deserves an Education ***Lenora Jean Justice***, Morehead State University; ***Steven D. Hooker***, University of North Carolina

When asked, most educators would agree that a safe and supportive school environment is an absolute must for effective teaching and learning. However, school can be dangerous for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students. How can educators guarantee that LGBTQ students feel safe enough to learn effectively? This session offers creative suggestions for an inclusive school environment by promoting awareness and by providing inclusive activities and strategies that are specific to LGBTQ students.

070. Committee: Organization & By-Laws
10:30 am to 11:30 am
Conf Ctr - Board Rm

Attendee:
Ellen S. Hoffman, *University of Hawaii - Manoa*

Chairs:
T. Weston Miller, *Earlham College*
Kim C. Huett, *University of West Georgia*

071. D&D - Design Thinking and Teacher Education
10:30 am to 11:30 am
Conf Ctr - Ballroom C

Design Thinking: A New Construct for Educators
Kristin D Elwood, Arizona State University; ***Wilhelmina Savenye***, Arizona State University; ***Michelle E Jordan***, Arizona State University; ***Jean Larson***, Arizona State University; ***Claudia Zapata***, Arizona State University

Design Thinking is a creative problem-solving method being considered for use in teacher education and research. However, since the term "design" has been over-used, some might question whether Design Thinking is more than an old idea with a trendy new name. This presentation defines the Design Thinking construct; compares it to other educational models such as Instructional Design, Design Based Research, and Problem-Based Learning; and disseminates preliminary data from a pilot study utilizing Design Thinking.

Design of Peer Assessment to Prepare Elementary Pre-Service Teachers' Integration of Robotics into STEM Teaching ***jiangmei yuan***, the university of georgia; ***ChanMin Kim***

The purpose of this presentation is to provide guidelines to design peer assessment to prepare elementary pre-service teachers for STEM teaching. Pre-service teachers encounter challenges in integrating robotics into STEM teaching. Peer assessment can help to tackle the challenges. Based on theories, we propose guidelines to design peer assessment to prepare pre-service teachers to integrate robotics into STEM teaching.

072. D&D - Gamification
10:30 am to 11:30 am
Conf Ctr - Ballroom G

Design Principles for Making and Tinkering ***Soo Hyeon Kim***, Penn State University; ***Heather Toomey Zimmerman***, Penn State University

This concept proposal reviews existing literature to draw out design principles for making and tinkering (M&T). Previous studies broadly suggest the following principles: 1) redefine learning, 2) design activity to a bigger scale, 3) provide multiple social support, 4) provide materials in accessible ways, 5) attend to the aesthetics, 6) promote open-mindedness, diversity, and interest.

Social Gamification of eLearning for Science Education Outreach ***KUANG-CHEN HSU***, KU; ***Young-Jin Lee***

The fundamental hypothesis underlying this research is that practical application of social gamification in online settings is likely to enhance students' motivation and engagement in learning science; as a result, learning performances will be improved. A pre- and post-test indicated that following the use of gamified eLearning application, students' test scores were significantly improved. The results can encourage more educational organizations to implement gamification and eLearning in their outreach programs to promote science education.

The Can You Create a Game Framework: Connecting Standards, Digital Game Design and Creativity ***Leanna Prater***, University of Kentucky; ***Joan Mazur***, University of Kentucky

The Can You Create a Game Challenge, developed by the author, is a structured task design template for teachers to intentionally plan for and assess standards-based learning targets within student created digital games. The challenge combines game constraints, player goals, narrative structures and a student plan We will share the game task and rubric development using a theory-based design framework.

073. D&D - Instructional Design Approaches

10:30 am to 11:30 am
Conf Ctr - Ballroom B

Creating a Collaborative Revision Tool That Distinguishes Editing and Revision Feedback ***Kalianne Lund Neumann***, University of Georgia; ***T J Kopcha***, University of Georgia

After using Google Docs with secondary students to conduct peer and expert revision of an argumentative letter, former teachers designed an add-on to visually distinguish conventions-related and content-based feedback. The add-on inputs visual representations of conventions-related feedback, which reserves comments for content-based feedback. A paper prototype was designed and the development of a beta version followed, which is currently available for download. This presentation details the design, development, and testing of the add-on.

Practicing the Practice: Infusing Experiential Learning into a Foundational Instructional Design Course ***Judith Lewandowski***, Purdue University; ***Katherine Chartier***, Purdue University

This is a case study on the implementation of a foundational Instructional Design course developed through the lens of Experiential Learning. The Universal Principles Approach, created by Lindsey and Berger (2009), offer a framework for systematically integrating Experiential Learning into course design. This case study will focus upon the process used to design, develop, and deploy the course, strategies used to collaborate with external partners, and reflections of practice from the faculty and student perspective.

Suggestion of Machine Learning Systems for Computer-based Scaffolding ***Nam Ju Kim***, Utah State University; ***Brian Belland***, Utah State University; ***Andrew Walker***, Utah State University

The success of computer-based scaffolding depends on how well scaffolding reflects students' current needs and abilities, and how accurate scaffolding can be controlled according to students' learning status. This paper suggests the machine learning systems for provision of computer-based scaffolding. In this system, scaffolding with the range of 'generic' to 'specific' can be automatically provided, and the given scaffolding can be revised through artificial intelligence and statistical inferences, resulting in the optimal learning environments.

074. D&D - Portfolios for the Thinking Economy: Student Conceptualization of Formative Feedback in a Trans-disciplinary Degree Program

10:30 am to 11:30 am
Conf Ctr - Ballroom A

Cancelled

Portfolios for the Thinking Economy: Student Conceptualization of Formative Feedback in a Trans-disciplinary Degree Program. ***Anthony Randolph***, Purdue University; ***Marisa Exter***, Purdue University; ***Colin M. Gray***, Purdue University

Development of digital portfolios to track learners'

progress overtime can change instructor and student focus from summative to formative assessment—valuing the process of learning more than the end product -- if this prioritization is reflected in the way we assess portfolio materials. In this study, we situate the traditional usages of portfolio assessment within a competency-based undergraduate degree program, highlighting the formative qualities of assessment that can be scaffold through portfolio creation and evaluation.

cancelled

075. DDL - Collaboration & Social Presence
10:30 am to 11:30 am
Conf Ctr - Pavilion 9

Take the Distance Out of Distance Learning – Leveraging Online E-collaboration and Social Presence. ***Kelly Elander***, Harding University

A significant challenge to course designers has always been to keep learners engaged and avoid feelings of isolation and detachment, which leads to high course dropout rates (Bonk & Khoo, 2014; Vakoufari, Christina, & Mavroidis, 2014). This presentation will showcase techniques online instructors can use to make learners feel connected and involved. These techniques came from research and conclusions made from two recent book chapters. The techniques will be explained, and examples will be given.

076. DDL - Community & Instructional Support
10:30 am to 11:30 am
Conf Ctr - Pavilion 10

Developing a Community of Inquiry in a Condensed Online Course: Identifying Effective Instructional Methods ***Lina Souid***, Syracuse University; ***Tiffany A. Koszalka***, Syracuse University

Can a community of inquiry be developed in a condensed online course? Are some instructional methods better at facilitating social, teaching, and cognitive presence than others? A condensed, fully-online, four-week course was divided into three units, each utilizing a different set of instructional methods (asynchronous, synchronous, collaborative learning). High levels of social, teaching, and cognitive presence were established in the short time-frame; however, there is descriptive evidence that some instructional methods facilitated presence more strongly.

Enhancing Student Learning and Sense of Community in an Online Instructional Design Course ***Jesus Trespalacios***, Boise State University; ***Patrick Lowenthal***, Boise State University

Research suggests that community is an important element in online courses. The purpose of this action research study is to describe critical decisions made during the design of instructional activities in a graduate online course with the intent of building a sense of community and enhancing the learning of instructional design. During this presentation, we will highlight which instructional decisions worked as planned, as well as those that did not work as effectively and the subsequent revisions made to improve the course.

077. DDL - Course Design
10:30 am to 11:30 am
Conf Ctr - Pavilion 11

Designing for Quality: An analysis of Design and Pedagogical Issues in Online Course Development ***MAPOPA WILLIAM SANGA***, Southwestern Oklahoma State University

The study investigated the process through which 100 online courses were developed in compliance with a purposely-made rubric designed to bring the courses to a level that would meet requirements of membership in State Authorization Reciprocity Agreement (SARA). Specifically, the study identified and analyzed common design and pedagogical issues instructors encountered while working with an instructional designer who provided training and feedback. The study presents implications to faculty, instructional designers and administrators.

Effects of Open Education Resources on Students, Faculty and Instructional Designers ***Anthony A. Pina***, Sullivan University System; ***Bruce Harris***, Dixie State University; ***Dorothy Day-Chaney***, Sullivan University System

Is your institution considering an Open Educational Resources (OER) initiative? Come join us as we report the results of an initiative to replace expensive instructional materials with OER and the positive effects of this initiative on student, faculty, instructional designers and the online course development process. You will leave with great ideas and a robust list of where to find OER resources.

078. LDC - The Complexities of Leadership in Higher Education
10:30 am to 11:30 am
Conf Ctr - Conference Rm 1

The Complexities of Leadership in Higher Education ***Heidi L. Schnackenberg***, SUNY Plattsburgh

Leadership in higher education is a complicated and multifaceted responsibility. It requires an individual to have an intricate mix of excellent managerial skills, good decision-making abilities and the talent to guide others. Administrators in universities and colleges are unique in their preparation for these positions and the resulting leadership challenges are worthy of examination and discussion. The current presentation facilitates conversation on the highpoints and challenges of leadership in higher education.

079. RTD - Mobile Devices and Technology Integration
10:30 am to 11:30 am
Conf Ctr - Ballroom E

Understanding the use of tablet devices in the classroom when teaching learners diagnosed with autism ***Andrea Halabi***, Iowa State University; ***Ana-Paula Correia***, Iowa State Univeristy

The purpose of this case study was to better understand the use of tablet devices while teaching five children diagnosed with autism between the ages of 8 and 11. Observations and opportunistic interviews with learners and teacher were conducted. The motivational impact tablet devices potentially have on learners' engagement and participation in learning activities and their use as reward mechanisms and entertaining strategies to seize and retain the learners' attention was described.

A Rationale for Revising Bloom's [Revised] Taxonomy" ***Afnan N Darwazeh***, An-Najah National University; ***Robert Maribe Branch***, University of Georgia

We contend that Anderson and Krathwohl's (2001) revision of Bloom's (1956) Taxonomy of Educational Objectives needs further revision (Darwazeh & Branch, 2015). The rationale is that a two-dimensional representation is required. In this proposal, we will: 1) present Anderson's revised taxonomy as a match to Bloom's taxonomy, 2) summarize the results of an analysis of Anderson and Krathwohl's revision of Bloom's Taxonomy, 3) provide a further revisions and 4) share a new diagram of a revision to the [revised] Bloom's Taxonomy.

081. SMT - Gaming the System: From Learning Spaces to Nutritional Knowledge
10:30 am to 11:30 am
Conf Ctr - Conference Rm 4-5

It's Game Time!: Viewing Video Games as Indigenous Learning Spaces for Adolescent Boys ***Robert Hein***, The Pennsylvania State University; ***Jason A Engerman***, Penn State University; ***Adam Macaluso***, Penn State University; ***Alison Carr-Chellman***, The Pennsylvania State University

In this presentation, we will discuss the findings from the third phase of our ongoing research on adolescent boys and their gaming practices. Specifically, we will examine how their gameplay experiences not only align with academic standards on literacy, but also work to develop important social skills and teamwork strategies. In addition, we will share student interviews that highlight how video gameplay has become an integral part of boy culture that simultaneously fosters meaningful learning.

The Effects of Educational Video Games on Secondary Students' Nutritional Beliefs and Knowledge ***Debra Mitchell***, University of West Florida; ***Byron Havard***, University of West Florida; ***Holly Ellis***, University of West Florida

The purpose of the research study was to explore the effects of a nutritional educational video game on high school students' attention, emotional response, mental imagery, nutritional beliefs, and nutritional knowledge. This quasi-experimental study was based on a nonequivalent control group design. Five sections of a high school health education course represented two groups; treatment and control. Analysis of covariance (ANCOVA) revealed several significant results. Implications supported by current research literature will be presented.

082. TED - Building Teacher Reflective Practice through Technology
10:30 am to 11:30 am
Conf Ctr - Conference Rm 2-3

Promoting Reflective Practice in Teacher Education: Technology-Enhanced Case-Based Instruction ***Sungwon Shin***, Indiana University; ***Thomas Brush***, Indiana University

This presentation reports on the use of technology-enhanced case-based instruction to facilitate pre-service teachers' reflective practice. Findings indicate that the instructor utilized five different strategies to encourage reflective practice while presenting case materials, including classroom videos. It is also revealed that pre-service teachers often refused to reflect on the case teachers' practice. Recommendations will be made for teacher educators and educational technology researchers on how to create and use technology-enhanced cases for meaningful reflective practice.

Utilizing Mobile Learning Environments to Cultivate Student-Teachers' Reflective Practice ***Xiaojun Chen***, St. John's University; ***Michael Downton***, St. John's University

As the profession and art form of teaching changes and evolves, so do the ways in which universities prepares future teachers. This study helps gain a better understanding of how reflective practice using technological tools impacts student teachers self-efficacy. Five student teachers took part in a reflective practice paradigm using mobile learning tools (e.g., tablets). Their self-efficacy scores, which include pedagogical and technological efficacy, were to be compared to other student teachers in the non-reflective practice group. The potential findings could greatly impact how teacher education programs prepare future teachers.

083. TED Panel: The Path to Open: Open Educational Resources in K-12 and the Impact on Teacher Education
10:30 am to 11:30 am
Conf Ctr - Conference Rm 12

The Path to Open: Open Educational Resources in K-12 and the Impact on Teacher Education ***Kristin Brynteson***, Northern Illinois University; ***Theresa Cullen***, University of Oklahoma; ***Anne Ottenbreit-Leftwich***, Indiana University; ***David Wiley***, Brigham Young University

Open Educational Resources (OER) are gaining popularity in K-12 education. Access to free, high quality resources can be highly beneficial for districts dealing with curriculum changes and shrinking budgets. However, many K-12 educators are hesitant or ill prepared to fully embrace the OER movement. In this panel discussion, teacher educators and professional development providers will share insight into the current trends and challenges related to OER movement in K-12 and its impact on teacher education.

084. Tech Trends Editorial Board
10:30 am to 11:30 am
Conf Ctr - Executive Board Rm

Chair:
Charles Hodges, *Georgia Southern University*

085. AECT/D&D Instructional Design Competition Meet & Greet (by invitation)
11:45 am to 12:45 pm
Conf Ctr - Westgate Locations

086. AECT/D&D Competitor Orientation & Setup
1:00 pm to 1:30 pm
Conf Ctr - Ballroom D

Facilitators:
Jill Stefaniak, *Old Dominion University*
Patricia J Slagter van Tryon, *East Carolina University*
Thomas Logan Arrington, *Florida State University*

Presenters:
Kyle Rosenberger, *Ohio University*
Kellie Adams, *Ohio University*
Milton Knopp, *Emporia State University*
Julie La Combe, *Emporia State University*
Tina Souders, *Old Dominion University*
Elena Erick, *University of South Florida*
Jessica Hooper, *University of South Florida*
Ruth Coleman, *Post University*
Dianna Hamby, *Post University*

087. CLT - Culture in Online Learning Environments
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 1

Cultural contexts in collaborative interaction in international online learning environments. ***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 how 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 how salient cultural factors influence collaborative interaction in a cross/mixed-culture setting.

Nurturing the Culture of Learning in an Online Environment through an In-depth Course Redesign ***Iryna Ashby***, Purdue University; ***Victoria Lowell***, Purdue University
Learning culture of an online course enables students feel part of the course and community, while supporting their learning endeavors. It is largely impacted by learner's self-identity and group membership, their interactions with peers and instructions, and course environment. Yet, literature is limited on how to make such culture inclusive. This study focuses on course re-design considerations that would form nurturing learning culture in a graduate online course. Findings and implications will be discussed.

088. CLT - Spatial-Visualization Skills
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 4-5

Measuring Spatial Bias with Visual and Written Material Using Eye Tracking ***Arwa Mashat***, Old Dominion University; ***Ginger S Watson***, Old Dominion University

This study investigated how language orientation influences visual attention and recall of pictures and words. Eye tracking was used to detect first fixation on screen and then compared with participants' written response on three tasks (a sentence forming task, a word/ image recall task, and a cognitive writing task). The study compared English and Arabic speakers and each group received the material in their own native language. Results confirm that spatial bias is associated with native language orientation.

Visual Representation of Traditional Chinese Culture: An Effective Way of Knowledge Creation ***Wan Xiao***, Nanjing Normal University, Florida State University; ***Shuyu Zhang***, Nanjing Normal University

Visual representation is essential for communication, problem solving and knowledge integration. This paper reports a case study of using visual representation to promote learning of traditional Chinese culture in a liberal arts course. Using content analysis, the study examined students' knowledge creation through the lenses of students in using visual representation technologies as well as their attitudes towards learning. The presentation will offer suggestions for better use of visual representations at the Conference.

089. D&D - Flipped Classroom
1:00 pm to 2:00 pm
Conf Ctr - Ballroom G

To Flip or Not: A Tale of Three College Instructors ***Taotao Long***, The University of Tennessee Knoxville; ***Michael Waugh***, The University of Tennessee; ***John Cummins***, The University of Tennessee

This research proposal reports a qualitative study on three college instructors' experiences of using a flipped classroom instructional model in their own classroom instructions. The findings from semi-structured interviewing will provide information about the differences between instructors' anticipation and actual implementation of their flipped classroom instruction, adjustments made on instruction, challenges they had and lessons learned from the process to use this model, and desired support for using it in a more efficient way.

"Have You Flipped!?!" Developing Instructional Design Courses Using Flipped Classroom Model ***Catherine Fulford***; ***Seungoh Paek***, University of Hawaii at Manoa

This study examines the potential of a flipped classroom model used to enhance students' learning experiences and motivation in graduate-level instructional design courses. This presentation will discuss in detail the rationale for and the design behind these courses. The authors will demonstrate how the two-course sequence was developed for both online and face-to-face formats and its evolution from partially flipped to a fully flipped course. In addition, the presentation will discuss the survey data of students' perceptions of their challenges and successes during the implementation of the courses.

090. D&D - Mobile App Development
1:00 pm to 2:00 pm
Conf Ctr - Ballroom B

Two Production Paths for Developing Instructional Apps ***Kenneth Luterbach***, East Carolina University

This session demonstrates how to create an instructional game and deploy it on a smartphone or tablet using Xcode and Android Studio. Both of those app development tools provide drag and drop features to create the visual design. Then adding some example code will complete app development. This session will enable attendees to engage in creative thinking and computational thinking while considering the two production paths.

Abstract: This session demonstrates how to create an instructional game and deploy it on a smartphone or tablet using Xcode and Android Studio. Both of those app development tools provide drag and drop features to create the visual design. Then adding some example code will complete app development. This session will enable attendees to engage in creative thinking and computational thinking while considering the two production paths.

091. DDL - 21st Century Learning & Instructor Practices
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 9

Forming online groups: A Purposeful Instructional Grouping Strategy ***Funda Ergulec***, Indiana University

The purpose of this study is to explore students' collaboration experiences and perceptions of a purposeful group assignment and team-building process in an online graduate class and gain a better understanding of effective grouping strategies in online environments.

Fostering Creativity in Online Faculty Developers: What is the BEST Approach? ***Tracie Renee Ortiz***, Old Dominion University; ***Ana Trepeta***, Old Dominion University

Design effort heavily occurs at the front end. Challenges can occur, including the creative factor involved in designing a course from face-to-face to online. A Faculty Developer's self-constraints of previous experiences can result in a resistance to change; however, their intrinsic need to continue learning evolves and transforms into application. This presentation will focus on best practices FDs and IDs undergo when involved in learning design. Theory support from Knowles and Nickerson will be used.

092. DDL - Communication & Facebook
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 10

Community of Inquiry Model in Action: a Facebook supported learning environment ***Firat Sarsar***, Ege University, Izmir, Turkey; ***Daisyane Barreto***, University of North Carolina Wilmington; ***Sheri Anderson Conklin***, UNC Wilmington

A mixed-method design study was conducted with 50 freshmen college students enrolled in a 14 week course at a large public research university in Western Turkey . Students were asked to use Facebook to share pictures and events occurring in their lives. Through these activities, students were able to develop a sense of community as they started to engage and complete class activities as a group.

The Benefits and Challenges of Using Facebook to Mediate Online Class Discussions in a Blended Classroom Setting ***Tadd S Farmer***, Brigham Young University; ***Emily Pulham***, Brigham Young University; ***Rick West***, Brigham Young University

We studied student perceptions of Facebook use for academic discussion and found that students still struggle with viewing Facebook as more than a personal tool, even though they appreciated its accessibility. We share our research findings as well as recommendations for more effective Facebook class discussions.

093. DDL - Instructor Practices
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 11

Avoidance and Adoption Motivation in Instructors Use of Online Student Supports and in Administrators Promotion of Growth in Online Programming ***Lauren Cifuentes***, Texas A&M University--Corpus Christi; ***Alexandra Janney***, Texas A&M University-Corpus Christi

This exploratory mixed methods study identifies avoidance and adoption motivators to facilitating online learning among higher education instructors and administrators. The researchers used surveys and interviews of instructors and interviews of administrators to explore their social, physical, and mental values and expectations that interfere with or contribute to their levels of use of online learning opportunities for students on one campus. They identify strategies for motivating college-educators and implications for professional development.

Faculty Members Best Practice Standards in the Design of Higher Education Online Courses ***Berhane Teclehaimanot***, University of Toledo; ***Henry J. Marshall***, University of Toledo

The purpose of this study was to discover if faculty members adopt best practice standards in the creation of higher education online courses. The results revealed that higher education faculty members do adopt best practice standards in the design of their online courses. In addition, the study determined that full-time versus part-time faculty status is the strongest predictor for the adoption of best practice standard for online course design. It was also indicated that full-time and part-time faculty have different motivational factors for adopting best practice standards for online course design. Lastly, the study indicated that institutions would benefit in providing different types of faculty development delivery methods in the design of quality online courses.

094. ELT - Digital Game Based Leaning for K-12
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 2-3

Fostering creativity in Implementing digital game-based learning as an authentic assessment for creativity in higher eduction ***Miguel (Miko) Nino***, Virginia Tech

The outstanding need for fostering creativity in students is one of the reasons why digital game-based learning has gained popularity in classrooms. However, the implementation of this trend requires extensive preparation for teachers, significant changes in curriculum and the way students are taught. This presentation presents results of a case study with faculty to explore changes, challenges, and

effectiveness in the implementation of digital learning games.

095. FR - Social Media
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 13

Discussant:
Patrick Lowenthal, *Boise State University*

Education Scholars on Twitter *George Veletsianos*, Royal Roads University; ***Royce Kimmons***, Brigham Young University

It is often argued that social media can foster the development of more equitable scholarly and educational processes. We used data mining methods to evaluate this claim. We captured more than 645,000 tweets posted by 232 students and 237 professors of education. We report participation patterns and factors that predict Twitter follower counts. Results (a) reveal significant variation in how individuals participate on Twitter and (b) question purported egalitarian structures of social media use.

096. GSA -Meet the AECT Divisions
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 14

Chair:
Tamera Celeste Hudnell, *AECT School Media and Technology Division Board Member*

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*
Hsin-Te Yeh, *Metropolitan State University of Denver*
John Curry, *Morehead State University*
Tim Boileau, *Indiana State University*
Enilda Romero-Hall, *University of Tampa*
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 (DDL); Graduate Student Assembly (GSA); International (INTL); Emerging Learning Technologies (ELT); Research & Theory (RTD); School Media & Technology (SMT); Systems Thinking & Change (STC); Teacher Education (TED); and Organizational Training & Performance (OTP) divisions of AECT. Learn how you can become actively involved in our professional organization by joining one or more of these divisions.

097. Handbook Advisory: Shaping the Content of our Field's Next Research Handbook
1:00 pm to 2:00 pm
Conf Ctr - Ballroom A

Chairs:
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 5 th edition will facilitate active discussion around what should be the organization and content of the volume due for publication in 2018-19. Presenters: MJ Bishop, Director of the Center for Academic Innovation, University System of Maryland Elizabeth Boling, Professor and Associate Dean for Graduate StudiesIndiana University Jan Elen, Professor and Vice Dean, University of Leuven Vanessa Svihla, Assistant Professor, University of New Mexico

098. INTL - E-Learning, Digital Equity & Online Collaboration
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 3

Achieving Education Equity Through A Digital Equity Initiative in Taiwan *Chientzu Candace Chou*, University of St. Thomas

This study examined the outcomes of the Ministry of Education's E-Tutor Program for improving K-12 students' learning in Taiwan's remote areas. This project utilized the case study approach to collect and analyze data. Former e-tutees revealed tremendous opportunities, especially in the areas of academic performances, individualized learning, companionship, and a sense of community. The challenges were neighborhood security and network connectivity. Finally, the long-term impacts included career aspirations and sustainable community development.

Online Collaboration as a Strategy to Revitalize Endangered Language *Chun-Min (Arthur) Wang*,

National Hsinchu U. of Ed.

This paper presents a solution to revitalize an endangered indigenous language in Taiwan. Seven planning groups were formed to host a summer camp, and each group includes a SaySiyat language teacher and two students. One student lives in the tribe, and the other lives in urban area. Through online collaboration using Skype, the study evaluates students' learning motivation about their native language, teachers' online teaching pedagogy, as well as the satisfaction regarding the summer camp.

099. OTP - Defining Performance Improvement
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 6

How Shall We Define Human Performance Technology? ***Sung "Pil" Kang***, University of New Mexico

Periodically, authors who identify as part of the emerging field of Human Performance Technology (HPT) attempt to create a verbal definition of HPT. Given a plethora of candidate definitions, how does one choose which definition, if any, is most suitable? In this presentation, evaluation criteria for HPT definitions will be proposed, and then 30 HPT definitions will be reviewed based on the criteria. As a conclusion, the most suitable HPT definition will be proposed.

Design-Based Research in the Workplace: A Brief Review of Human Resource Development and Performance Improvement Literature from 2011-2015 ***Eunjung Grace Oh***, University of Illinois at Urbana-Champaign; ***Wen-hao David Huang***, University of Illinois at Urbana-Champaign

The sustainability of learning technology integration in the workplace is a relatively unpredictable matter. The lack of a design-based research (DBR) approach might be the cause. To preliminary examine this assumption, this paper surveys literature on learning technology and HPT situated in the workplace. Reviewing 46 peer-reviewed journal articles published from six major HRD and HPT literature, findings include types of research goals pursued and absence of design thinking reflected on phases of DBR.

100. RTD - Educational Data Mining
1:00 pm to 2:00 pm
Conf Ctr - Ballroom F

Privacy Issues Limit the Benefits of Learning Analytics ***Clara Schumacher***, University of Mannheim; ***Dirk Ifenthaler***, University of Mannheim

This proposal reports a Category 1 Completed Study on students preferring learning analytics systems with detailed dashboards as well as adaptive and personalized information, however, they are not willing to share all required data to conduct the necessary analyses. To tackle this dilemma students need to be aware of the benefits learning analytics offer to optimize their learning processes. This can be achieved through transparency about data processing and analyses.

Learning Content Analytics: Exploring the Link Between Video, Reading, and Assessment in an Online Course ***Rob Nyland***, Brigham Young University; ***Randall Davies***, BYU; ***John Chapman***, Brigham Young University; ***Gove Allen***, Brigham Young University

With unprecedented access to learning data, learning analytics is emerging as a new method of research in educational technology. The purpose of this presentation is to share our current research which uses learning analytics to explore the link between students' activity in an online Introduction to Excel course (reading and video use) and assessments aligned with that content. We hope that our results will help instructional systems provide better feedback to instructors and students.

101. RTD - Gamification
1:00 pm to 2:00 pm
Conf Ctr - Ballroom E

Evaluating Gamification Projects in Education: A Review of the Current Research ***Aysegul Gok***; ***Mete Akcaoglu***, Georgia Southern University; ***Brendan Calandra***, Georgia State University

Review of research projects in varied learning designs is important to move these projects into the educational mainstream. In this paper, we provide a review of studies that investigated gamification in the last decade. To better understand the direction of gamification in higher education, we provide an analysis and summary of the current research based in this specific context. Areas were reviewed; descriptive features and outcomes of the studies, types of assessment used, and research methodology used. Results will be discussed.

Using Gamification in a University Makerspace to Promote Creative Thinking ***Scott Haselwood***, Oklahoma State University; ***Jose Fulgencio***,

Oklahoma State University; ***Cates Schwark***, Oklahoma State University; ***Ying Xiu***, Oklahoma State University; ***Tutaleni I. I. Asino***, Oklahoma State University; ***Tara Lillian Dalinger***, Oklahoma State University; ***Susan Stansberry***, Oklahoma State University

This study explores the gamification of a makerspace on a college campus and the impact on creative thinking processes. Findings of this study could lead to a framework that can be used to help makerspaces become vibrant creative third spaces.

102. SMT - Kids as Complex Thinkers: Next Steps for Coding in K-12 Schools
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 9

Kids As Complex Thinkers: Next Steps for Coding in K-12 Schools ***Kim C. Huett***, University of West Georgia; ***Adriana d'Alba***, University of West Georgia; ***Crystal Stephens***, University of West Georgia

Increasingly, K-12 educators realize the importance of teaching computer programming in schools. Coding is seen as a vehicle for improving students' complex thinking abilities. Traditionally, computer science in the U.S. has seen low participation, particularly among minorities and women. This presentation offers a historical view of computer science education in schools, promising research findings, and strategies for fostering successful coding initiatives. The presentation concludes with discussion of challenges and opportunities related to coding in schools.

103. SMT - Trends, Issues, and Avenues for Enhancing School Library Media Preparation Programs
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 10

The Changing Realities of Preparing the School Library Media Specialist: A Needs Analysis ***T J Kopcha***, University of Georgia; ***Elizabeth Pitman***, University of Georgia; ***Angela Chambliss***, University of Georgia; ***Christa Deissler***, University of Georgia

As technology becomes more present in schools, the job of the school library media specialist is changing - both in the nature of the job and the way the job is viewed by stakeholders This presentation will explore how one graduate program conducted a comprehensive needs analysis to explore the current educational needs of school library media specialists and the ways the program could best meet the changing needs of this job with its graduate coursework. The results of the needs analysis will be shared and implications for the preparation of existing and new SLMs will be discussed.

Leveraging Learning Analytics to Enhance School Library Media Programs ***Danielle Marie Cadieux Boulden***, North Carolina State University; ***Katherine Toriello***, G.R. Whitfield School; ***Susie Boles***, North Carolina State University

School media coordinators will be introduced to the concept of learning analytics and learn how they can utilize this emerging new field of instructional technology to enhance their professional practice, as well as strengthen their school library media programs. Learning analytics utilizes new technologies to better meet the diverse needs of learners through collecting and analyzing student data with the goal of optimizing learning environments for all students. In this session, participants will learn some of the basic principles of learning analytics and their current application in K-12 educational environments. Participants will then learn how those principles can be leveraged to enhance services to library patrons, meet their professional standards, and strengthen existing school library and technology programs with the ability to better meet student and teacher needs within their school communities. Participants will also learn how they can utilize learning analytics to inform their own action research agendas.

104. ST&C - Changing the Speed: Reflection and Mindfulness in Higher Education
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 8

Chair:
Beth Rajan Sockman, *East Stroudsburg University of Pennsylvania*

Changing the Speed: Reflection and mindfulness in higher education ***Beth Rajan Sockman***, East Stroudsburg University of Pennsylvania; ***Jin Mao***, Wilkes University; ***Catherine Augustine***, The Pennsylvania State University

Higher education seeks to develop thinkers to solve the complex problems, which demands focused attention. However, today's faster speeds compete with students' attention. Reflection and mindfulness strategies, sometimes referred to as contemplative pedagogies, can assist with meeting higher education's goals by changing the brain. This panel discussion will bring together best practices of mindfulness and reflection into higher education, which parallel the social and

emotional needs of students.

105. ST&C - Shocking the System: Change Action Leaders
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 7

Transformational Change with ACTION ***Jason A Engerman***, Penn State University

This presentation seeks to gain feedback for an initiative to begin an international K-12 independent school network. Our primary agenda will be towards establishing a cluster of innovative thought leaders. We believe that these are the seeds of building a powerful new research network. AECT Change Team Innovation for Organizing a Network's (ACTION) will reach beyond and across AECT Divisions to help the world understand how to lead alternative, innovative and sustainable K-12 school systems.

Environmental Sustainability-Peace and Conflict Resolution through the lens of Educational Technology ***Manisha Javeri***, California State University, Los Angeles

This presentation will focus on using a systems approach to creating local and global sustainable social change via community engagement and using current technology tools, theories and models for conflict prevention, peace-building, peace-keeping, and non-violence. The presentation will share some of the best practices on how a trans- disciplinary approach can be used to integrate the use of technology in, social context analysis and a systems approach to solving problems and resolving conflict issues.

In our increasingly interconnected world we know that society, justice, time and economics offer affordances for technology-enhanced design minds. Often, this work is done in a piecemeal fashion that can restrict the sustainability of what we do in the world. These presenters use systems thinking to design higher impact, lasting change.

106. TED - Pecha Kucha: Technology in Teacher Education
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 12

Diving Into Deeper Learning: Meeting Teachers at Their Tech Integration Level ***Allison Hall***, Boise State University

Technology Enhanced Learning. Blended Learning. Authentic Learning. Personalized Learning. Collaborative Learning. Deeper Learning. These terms leave teachers feeling like they can't keep their heads above water when it comes to technology integration. With some creativity, these forms of learning can be arranged on a spectrum of increasing complexity much like Dr. Ruben Puentedura's SAMR model. In this PechaKucha session, I will detail how teachers, coaches, and administrators can use the spectrum to personalize professional learning.

Mobile Technology for Students and Faculty: A Pecha Kucha ***Jeanna Cronk***, Northwood University

With a mobile device in the hands of each student, instructors have the unique opportunity to personalize the learning experience. As instructors often model the technology they experience first-hand, it is beneficial to practice with multiple tools. Included in this session are 20 mobile enabled tools currently utilized in higher education professional development. This Pecha Kucha style presentation is designed for those in faculty development and academic leadership at their institution.

Supporting Teacher Candidates: Practical Solutions for edTPA Video Success ***Ariana Eichelberger***, University of Hawaii at Manoa; ***Claire Chun***, University of Hawaii Manoa; ***Francisco V. Jumawan***, University of Hawaii

In 2019, all Hawaii teacher candidates will be required to pass the edTPA assessment. Part of the assessment requires students to submit video clips of themselves teaching. In 2015 the University of Hawaii's College of Education developed and piloted a set of tools and training solutions for supporting online and campus-based student video clip creation for edTPA. This presentation will share the results of the pilot and the lessons learned from the process.

107. TED - Teacher Professional Development: Materials and Strategies
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 11

Survey of Teacher Educators on Professional Development Materials Used for Technology Integration Training ***Hoyet Hemphill***, Western Illinois University; ***Erkan Caliskan***, University of Nigde, Turkey; ***Leaunda Hemphill***, Western Illinois University

The purpose of this session is to present teacher educators' opinions interested with professional development (PD) for technology integration. Technology integration is an important phenomenon

to improve teaching quality and student learning. Teachers need support for this. At this point, we should serve effective PD them. PD types' effect level and barriers to participation, current and future trends in PD for technology integration, and teacher educators' recommendations will be presented and discussed in details.

What Teachers' Say Works and What They Learned from Participating in a Professional Learning MOOC ***Laurie Brantley-Dias***, Kennesaw State University; ***Anissa Lokey-Vega***, Kennesaw State University; ***Lee Langub***, Kennesaw State University; ***Julia S Fuller***, Kennesaw State University

This session presents an overview of the K12 Blended and Online Environment MOOC (pseudonym) designed to provide professional development opportunities to teachers in the state of Georgia. Results from an evaluation conducted on the MOOC and a discussion of the findings will also be presented. This session will benefit those interested in designing and evaluating MOOCs for K-12 teachers.

108. ect Foundation Board of Trustees Meeting I
1:00 pm to 3:15 pm
Conf Ctr - Board Rm

Chair:
Ward Cates, *Lehigh University*

109. AECT/D&D Instructional Design Competition
1:30 pm to 3:30 pm
Conf Ctr - Ballroom D

AECT and the members of Design and the Development Division of AECT coordinate the AECT Design and Development Competition for promising instructional design research by graduate students mentored by experts in the field. AECT is specifically interested in promoting collaboration and mentoring within the professional community. The 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: - EngageNet Instructional Solutions: Milton Knopp & Julie La Combe, Emporia State University. Mentor: Dr. Suhana Chikatla - Sensible Solutions: Justin Sentz & Tina Souders, Old Dominion University. Mentor: Dr. Peter Rich - Blue Owl Instructional Design: Jessica Hooper & Elena Erick, University of South Florida. Mentor: Dr. Jesse Strycker Competition Judges: Rob Reiser, Bill Sugar, Shauna Bona, and Joel Gardner. Planning Committee: Ana Donaldson, Dan Schuch, Amy Bradshaw, Lisa Giacumo, Jill Stefaniak and Patricia J Slagter van Tryon.

110. CLT - Culture, Learning and Technology: The Book
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 4-5

Culture, Learning and Technology: The Book ***Angela Benson***, The University of Alabama; ***Roberto Joseph***, Hofstra University; ***Joi Moore***, University of Missouri

The editors and chapters authors of Culture, Learning and Technology: Research and Practice (Routledge) will discuss the content of the newly published book.

111. CLT - Digital and Transmedia Storytelling
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 1

TINAG in Vegas: The Culture and Essence of Teaching using Alternate Reality Games and Transmedia ***Jenny S Wakefield***, University of North Texas

This dissertation research shares instructors and instructional designers' lived experiences from having used or designed creative and immersive learning using alternate reality games and transmedia storytelling for teaching and learning. Eleven people participated as co-researchers and shared in in-depth interviews their innermost experiences. Data was analyzed using transcendental phenomenology. The essence of the co-researchers' lived experience, that of being part of a transmedia teaching culture using game-like narratives, was one of being a Learning-Coach—"Sensei"

112. D&D - Designing Online Education Courses
2:15 pm to 3:15 pm
Conf Ctr - Pavilion 6

Evaluation Instruments and Good Practices in Online Education ***Sally J Baldwin***, Boise State University; ***Jesus Trespalacios***, Boise State University

This study establishes Chickering and Gamson's (1987) Seven Principles for Good Practice in Undergraduate Education as a tool to gauge quality in online courses. Evaluation instruments currently used to design and review online courses in higher education

institutions were collected and coded. The research questions focus on how evaluation instruments assess the Seven Principles. Results suggest the need for a simpler evaluation tool that directly assesses the established best practices for undergraduate education.

Open Badge Teacher Development Programs: Teacher's Perspectives ***Eliana Elkhoury***, university of calgary

The last decade witnessed a change in the content as well as the form of teacher development programs. The prevalent advancement of technology gave rise to new trends in teacher development. Online learning, virtual learning, and blended learning are becoming more and more widespread. Open education and massive open online courses (MOOCs) are also expected to occupy a large space in the new trends in education. The proliferation of online courses, certificates and communities provide an alternative or an addition to the traditional face-to-face training. Teacher development is important because it is one of the main factors in improving students' achievements (Desimone, Smith, Hayes, & Frisvold, 2005). It is considered one of the major elements of success for education reform (Sykes, 1996). Development is taking different shapes. It is more self-directed, social and inquiry-based. An online open badge teacher development program provides online self-paced learning. It also provides a community of inquiry that assures social presence and online inquiry and it facilitates a personal learning environment that promotes personalized self-directed learning. This proposal consists of presenting the findings of the first phase of a research on the implementation of an open badge teacher development program. This phase discusses the points of view of teachers about their current teacher development and about implementing an open badge online program for development.

113. D&D - Digital Media
2:15 pm to 3:15 pm
Conf Ctr - Ballroom B

Redesigning a Graduate Multimedia Development Course for Online Instruction ***Danielle Marie Cadieux Boulden***, North Carolina State University; ***Michael A. Evans***, North Carolina State University

This case study explores the process of redesigning a graduate-level multimedia development course from a face-to-face to an online setting while attempting to replicate critical elements of studio-based pedagogy in a primarily asynchronous environment. Analyzing a variety of data sources the researchers found several instructional technology resources that facilitated student understanding of course content and the instructional design process. They also share some logistical and technological barriers encountered and offer recommendations for future course design.

Supporting Self-Regulated Learning in a Digital Media & Learning Lab ***Matthew Boyer***, Clemson University; ***Ryan D Visser***, Clemson University

In this session, we present our work with undergraduate and graduate students as they navigate their interest-driven research and development projects in a purpose-built space for supporting learning with digital media. In particular, we focus on how these students understand, develop, and use self-regulated strategies to guide their learning. We provide individual stories from students as well as our ongoing lessons learned from engaging with students in this learning environment.

114. D&D - Interprofessional Education
2:15 pm to 3:15 pm
Conf Ctr - Ballroom G

An Innovative Model Incorporating Educational Technology in Interprofessional Education (IPE) ***Kim Hoggatt Krumwiede***, University of Texas Southwestern Medical Center

The Interprofessional Development, Education, and Active Learning (IDEAL) course incorporates computer-supported, interprofessional learning in health care education. This model integrates educational technology including learning management systems, shared interactive learning objects, online data capture, video lecture capture, and situated online learning to help support the unique needs of interprofessional education (IPE).

115. DDL - Instructor Practices in Design
2:15 pm to 3:15 pm
Conf Ctr - Pavilion 11

Applied learning in the redesign of online courses for faculty members ***Daisyane Barreto***, University of North Carolina Wilmington; ***Sheri Anderson Conklin***, UNC Wilmington; ***Thomas Dorgan***, UNC Wilmington

This research examines how graduate students apply the knowledge gained in an Instructional Technology course into the redesign and redevelopment of existing online courses offered by faculty at southern university. The results from this experience may inform

instructors and instructional designers about students' practices and techniques to redesign online courses.

116. DDL - Preparing K12 Teachers for Online Instruction
2:15 pm to 3:15 pm
Conf Ctr - Pavilion 9

Preparing Successful K-12 Online Teachers ***Matthew Schmidt***, University of Cincinnati; ***Jered Borup***; ***Michelle Moore***, University of North Texas; ***Kim C. Huett***, University of West Georgia

In this panel discussion, discussants will share their perspectives on the topics of: (1) current trends in K-12 online and blended learning, (2) improving success and performance of K-12 students and preservice/inservice teachers, and (3) creating leaders in K-12 online learning and teaching. Diverging and converging perspectives will be explored, including foci on state and national issues and cyber charter schools. Audience participation will be encouraged throughout.

117. DDL - Program Development
2:15 pm to 3:15 pm
Conf Ctr - Pavilion 10

Instructionally-Sound Strategies for Faculty Workload Reduction in Online Courses: Getting Some Shuteye Revisited ***Joanna Dunlap***, University of Colorado Denver; ***Patrick Lowenthal***, Boise State University

Faculty are a key component of any effectively facilitated online course, but they often feel overwhelmed by the workload. In this session, we will describe instructionally-sound "workload reduction" strategies that faculty teaching online courses may use to be more selective and purposeful about their time and energy. We will share our experiences with these strategies. Finally, we will talk with the audience about their workload challenges, and collaborate as a group on strategies for addressing those challenges. Audience: faculty, eLearning designers and specialists, instructional designers/technologists.

Going Hybrid vs. Going Crazy: Building a Successful Hybrid Doctoral Program ***Michael Menchaca***, University of Hawaii at Manoa; ***Ellen S. Hoffman***, University of Hawaii - Manoa

Online learning has grown tremendously with programs at all levels, from K-12 to doctoral. As demand increases, it is important to take a design-based approach when creating or converting programs. This is especially true at the doctoral level where many unique challenges exist. In this session, presenters will share practice and research-based experiences in the design, development, and delivery of a hybrid doctoral program. Topics will include planning, design, recruiting, community-building, retention, and evaluation.

118. ELT - LMS and MOOCs Oh My
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 6

[NR]Leveraging existing Canvas (LMS) functionality to collect meaningful behavior data for predicting success within Calculus. ***James Folkestad***, Colorado State University

This session will describe how teaching scholars at Colorado State University (CSU) used the evidence centered design (ECD) framework to guide the modification of common features within their learning management system (Canvas) to collect evidentiary data on student behavior. We will discuss the importance of keeping learning analytics at the forefront of design considerations when attempting to collect behavioral data. We will also discuss preliminary predictive models being developed to identify struggling students.

Learner Perceptions of Attitudinal Change in Three MOOCs ***Sunnie Watson***, Purdue University; ***William Watson***, Purdue University; ***WooRi Kim***, Purdue University

This case study surveyed three MOOCs with a goal of attitudinal change to examine whether learners reported changes in their attitudes on the course topic. 749 learners from three MOOCs completed an author created survey composed of 13 questions regarding student perceived general, cognitive, affective and behavioral attitudinal learning gains through the MOOC. Results showed learner perceptions of general learning and learning in all three attitudinal components, with highest gains in cognitive learning. Learner perceptions of learning gains according to the instructional method, MOOC, and the relationship between the three attitudinal change components are also described. Keywords: Attitudinal change; MOOC; Instructional Design

119. ELT - Open Eductional Resouces and Digital Badges
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 2-3

Impact of Open Digital Badges on Perceptions of Learner Confidence in a Large Educational

Technology Course for Pre-Service Teachers ***Tim Newby***, Purdue University; ***Damji Heo***, Purdue University; ***Zui Cheng***, Purdue University; ***Craig Zywicki***, Purdue University

Open digital badges provide learning environments that facilitate learners' process of goal setting, planning, and self-reflection which may enhance overall learner confidence. In this study, perceived levels of confidence in learning and using various technologies in a large introductory educational technology course were compared between groups using digital badges and those completing assignments in a traditional, non-badge manner. Results indicate learners perceived higher levels of confidence when badges were employed.

Students' Perception of Utilizing Open Educational Resources (OER) for Textbook Creation ***Gi Woong Choi***, The Pennsylvania State University; ***Barton K. Pursel***, The Pennsylvania State University; ***Chen Liang***, The Pennsylvania State University; ***Shuting Wang***, The Pennsylvania State University; ***Zhaohui Wu***, The Pennsylvania State University; ***Benjamin Brautigam***, The Pennsylvania State University; ***Sherwyn Saul***, The Pennsylvania State University; ***Hannah Williams***, The Pennsylvania State University; ***Kyle Bowen***, The Pennsylvania State University; ***C. Lee Giles***, The Pennsylvania State University

This proposal reports on students' perceptions of creating their own textbook by utilizing Open Educational Resources (OER) through a system called BBookX, a human-computing book creating framework. In class survey was conducted to explore students' perception toward the system. We will present the survey results as well as our future research directions to explore effective ways to utilize OER in the higher education realm.

120. FR - Assessment
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 13

Discussant:
Ginger S Watson, *Old Dominion University*

The Relationship between Test Mode (Computer or Paper-based), Cognitive Load, and Test Performance in a Chemistry Classroom Setting ***Anna Prisacari***, Iowa State University; ***Jared Danielson***, Iowa State - Dept. of Veterinary Pathology

The purpose of this study was to explore how test mode (computer-based versus paper-based) influenced test performance and cognitive load. Cognitive load was measured using students' self-reported mental effort and difficulty. During the semester, 224 undergraduate chemistry students took three assessments either on computer or paper with some time interval between assessments. The results showed no significant differences among conditions within this study. Cognitive load measures did not predict student performance.

121. GSA -Writing Techniques for Graduate Students & Selecting a Dissertation Topic
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 14

Presenters:
Marshall G. Jones, *Winthrop University*
John Curry, *Morehead State University*
Sylvia Rogers, *University of South Alabama*
Donovan Walling, *Consultant*
Scott Joseph Warren, *University of North Texas*
Barbara Lockee, *Virginia Tech*
Amy Arnold, *Virginia Tech*

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.

122. ICEM-Annual Graduate Student Panel Discussion
2:15 pm to 3:15 pm
Conf Ctr - Pavilion 3

Facilitator:
Chih-Hsiung Tu, *Northern Arizona University*

Learning Analytics, Quantified Self, & Personalized/ Personal Learning: Keeping up with big data ***Chih-Hsiung Tu***, Northern Arizona University; ***Robert Doyle***, Harvard University; ***Marina S. McIsaac***, Arizona State University; ***Richard Albert Cornell***, University of Central Florida; ***Cheng-Chang (Sam) Pan***, Nova Southeastern University; ***Hsin-Te Yeh***, Metropolitan State University of Denver; ***Ben Sencindiver***, Colorado State University; ***Najia Sabir***, Indiana University; ***Nicole Wang***, Penn State University; ***Aaron Thomas***, University of Florida; ***Carole Beal***, University of Florida; ***Jennifer Drew***, University of Florida

ICEM-USA's 9th 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. Learning Analytics, Quantified Self, & Personalized/Personal Learning has been selected as the key discussion topic for AECT 2016. 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.

123. OTP - The Role of Leadership in Training and Development
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 10

Higher Education Faculty Leadership Styles and their Influence on Classroom Management and Instructional Strategy Choices ***Angelia Byers***, University of West Florida; ***Nancy B. Hastings***, University of West Florida

The purpose of this study was to expand leadership research beyond the traditional business setting, considering how instructors' leadership styles affect classroom management and the selection of instructional strategies. Like a supervisor in the workplace, an instructor's leadership style can have an effect on student motivation and performance. Full-time faculty teaching face-to-face undergraduate courses at a regional comprehensive state university in Florida were surveyed to identify leadership styles, classroom management practices and instructional strategy choices.

124. Presidential Session: Creativity in Learning and Instruction *Changed to Thursday, October 20*
~~*2:15 pm to 3:15 pm*~~ *8:00 am to 9:00 am*
Conf Ctr - Ballroom A

Creativity in Learning and Instruction ***Kay Persichitte***, Univ of Wyoming; ***Brad Hokanson***, University of Minnesota; ***Jonathan M Spector***, Department of Learning Technologies; ***Miguel Nussbaum***, Pontificia Unversidad Catolica de Chle; ***M.David Merrill***, Retired Utah State University

Authors from a forthcoming special edition of Educational Technology will examine the development of creativity and critical thinking in learners. Beginning with an understanding that learning should not be limited by declarative information, they examine relevant aspects of the development of cognitive skills.

125. RTD - Educational Neuroscience
2:15 pm to 3:15 pm
Conf Ctr - Ballroom E

What can Educational Neuroscience Research Tell us about Geriatric Learners? ***JoAnne Dalton Scott***, University of Tampa; ***Enilda Romero-Hall***, University of Tampa

The aim of this presentation is to provide an overview of current contributions to educational neuroscience research that are helping teaching and learning related to geriatric learners. Particularly, the paper will define geriatric learners; discuss the brain structure of geriatric learners and misconceptions related to geriatric learners; and examine the potential contributions of educational neuroscience research to the teaching and learning process of geriatric learners.

Advancing Educational Neuroscience: Implications for the Field of Instructional Design ***Richard Ingram***, James Madison University; ***Michele Estes***, James Madison University

This proposal reports a Category 3 research methodology for the study of Educational Neuroscience. The field of Educational Neuroscience is emerging rapidly, spurred largely by the development of portable low-cost devices for brain sensing along with advances in statistical and machine learning analytics. It allows the measurement of cognitive biomarkers associated with authentic learning and performance tasks and, as such, it has the potential to fundamentally impact the theory and practice of Instructional Design.

126. RTD - Research Methods, Social Media, and Education *Changed to Tuesday, October 18*
~~*2:15 pm to 3:15 pm*~~ *9:15 pm to 10:15 pm*
Conf Ctr - Ballroom E

US Universities on Twitter ***Scott Woodward***, Brigham Young University; ***Royce Kimmons***, Brigham Young University; ***George Veletsianos***, Royal Roads University

This big data mining study reports on Twitter activities of institutions of higher education (IHEs). Data included the publicly available tweet activities of all IHEs in the U.S. (n = 2,411), representing 5.7 million tweets. Results provide a rich understanding of institutional use of Twitter by IHEs, including dialogic

and action-oriented tweet frequencies, an analysis of linked resources, and an understanding of sentiment and tweet purpose.

Teachers, Twitter, and Terrorism: Combining Digital Research Methods to Study Online Educational Conversations in France ***Spencer P. Greenhalgh***, Michigan State University; ***Matthew J. Koehler***, Michigan State University

Digital methods allow educational researchers to study important phenomena, such as French teachers' use of Twitter to coordinate their teaching in the wake of the Paris terrorist attacks of November 2015. In this presentation, we report on how combinations of these methods can be used to draw conclusions not readily apparent from the initial data. We use our study of the #educattentats hashtag to provide examples of these conclusions.

127. SMT - The Use of Osmo Tangram and Tangram Manipulatives in a Math Coursse of an Elementary School
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 9

The Use of Osmo Tangram and Tangram Manipulatives in a Math Course of an Elementary School: An Exploratory Study ***Stephenie Schroth***, Penn State; ***Mona A Alqahtani***, Pennsylvania State University; ***Hengtao Tang***, Penn State; ***Rebecca Yvonne Bayeck***, Penn State University; ***Alison Carr-Chellman***, The Pennsylvania State University

This exploratory study reviews the history of manipulatives and examines the use of manipulatives and technology assisted, or virtual manipulatives in the elementary math classroom, and how they can be utilized in assisting learners to develop mathematical abilities, with an emphasis on the engagement. The session will consist of a demonstration of the Osmo tangram game and tangram manipulatives. Professionals and educators investing math education and augmented reality will benefit from this session.

128. ST&C - Fostering Cultural Change in Systems
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 8

Chair:
Monica Sulecio de Alvarez, *Independent Distance Learning Experience Designer & Coach*

How are new habits in learning and technology use fostering systemic and cultural change? ***Monica Sulecio de Alvarez***, Independent Distance Learning Experience Designer & Coach; ***Luis Camillo Almeida***, Jackson State University; ***Julaine Fowlin***, Auburn University; ***Camille Dickson-Deane***, University of Melbourne; ***Akesha Horton***, Michigan State University

The introduction of new tools and new ways to guide learning contribute to gradually develop new habits, which also shape new beliefs. Intended or not, these new habits and mindsets generate systemic and cultural change. In this session, panelists analyze the new practices in K-12, Corporate and Higher Education arenas that are starting to build new mindsets about teaching and learning and how these, in turn, can create systemic and cultural changes.

In a joint panel between the Systemic Thinking Change and the Culture, Learning & Technology divisions, AECT members will explore the practices that stakeholders of learning organizations are adopting and will infer how these practices shape their beliefs and mindsets towards the learning process, as well as how these beliefs and mindsets are enabling or limiting desired systemic and cultural changes. For example, when learners use their own electronic devices to support their learning in class and follow personalized paths, ownership of their learning process is stimulated. This makes them confident to try out new things despite failure chances. A community in which members feel empowered to "try out" fosters a culture that innovates and seeks constant improvement. From the perspective of their divisions, panelists will reflect upon how systemic changes impact culture and how cultural changes give way to major systemic changes. Panelists will invite the audience to share their perspectives about the changes that are taking place in education and how they see them affecting the culture of the educational communities that they are part of.

129. ST&C - Transformers: Leading Systemic Change in Schools
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 7

Systems Thinking about Systemic Change in Schools ***Jody Underwood***, Intelligent Automation, Inc.

Thinking abstractly about systems and feedback explains why certain approaches to change fail and how to think about an approach that can succeed. You can either break up the system or break the feedback mechanism. School choice does both. When the small town of Croydon NH tried including a private school in their school choice program, the state suggested

turning that school into a charter school, keeping the status quo. This presentation explains the battle.

[NR]Technology-leveraged Learning-by-Doing Transforms Student AND Teacher Learning ***Camille Mortimore***, Project Foundry

Our essential question is "How can learning-by-doing transform teachers, classrooms, and learners' lives?" We will explore several PBL classrooms to investigate students AND teachers engaged in evidence-based, competency-based learning. They are collaborating on the same deeper learning technology platform that guides, manages, mentors, and tracks their projects. Yes, teachers are facilitating student projects, but they are also using the platform to create personal learning paths, activities, and evidence. Results? Agency, commitment, community, skill, competence, leadership…transformation!

A Case Study Examining How School Leaders Support School-Wide Implementation of Problem-Based Learning in a Comprehensive Public High School ***Matthew Callison***, Indiana University Bloomington

Through a large federal grant, school leaders at a comprehensive, public high school serving a diverse group of students undertook a curricular shift from traditional lecture-based curriculum to problem-based curriculum. This case study examines the supports that the school leadership team implemented to support school-wide transition to PBL. Tensions between perceptions of effectiveness and additional supports desired by teachers are also discussed.

See how cutting-edge researchers and practitioners are thinking systematically about changing teaching and learning in schools.

130. TED - Building Authentic Learning Opportunities for Pre-Service Teachers
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 12

Benefits and Project Management Issues for Service-Learning in Technology Integration Preparation: Lesson Learned from Instructors ***Xiaokai Jia***, Indiana University; ***Anne Ottenbreit-Leftwich***, Indiana University

This qualitative multiple case study investigated the benefits and management issues related to implementing service-learning for technology integration preparation. Four instructors from a multi-section Educational Technology course were interviewed after they taught a service-learning project. Data analysis showed the service-learning project created authentic learning experiences for technology integration preparation. However, preservice teachers' project quality varied, depending on their effort and feedback from cooperating teachers. In the presentation, scaffolding strategies used by instructors will be discussed.

Walking the student centered line ***Tutaleni I. I. Asino***, Oklahoma State University; ***Tara Lillian Dalinger***, Oklahoma State University; ***Scott Haselwood***, Oklahoma State University; ***Jose Fulgencio***, Oklahoma State University; ***Cates Schwark***, Oklahoma State University; ***Ying Xiu***, Oklahoma State University

This paper presents a case study on an experiential investigation of student-centered learning. The partnership places everyone in the classroom (learners & professor) in the course's ongoing instructional design role. This session reports on the process, observations, and reflections from the course by participants.

131. TED - Research in Teacher Education
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 11

An Intercultural Virtual Collaboration Project: Its Impacts and Facilitation Strategies ***Jung Won Hur***, Auburn University; ***Ying Wang Shen***, University of Northwestern - St. Paul; ***Moon-Heum Cho***, Sungkyunkwan University

The presentation highlights the findings from our virtual collaboration project in which students from three different college of education (Alabama, Minnesota, USA; Seoul, South Korea) collaboratively created a website that presented world history and global issues. The findings demonstrated that the project helped participants improve cultural sensibility, but there was no significant difference between the experiment group and control group. Instructional strategies for facilitating a virtual intercultural collaboration project will be discussed.

Developing a Free and Easy-to-use Attendance Tracking Application with Innovative Technologies: A Design-based Research ***Diana Wu***, Virginia Tech; ***Le Chen***, Virginia Tech

Attendance is a critical predictor of student performance and tracking attendance data can play a vital role in academic intervention. As traditional approach is cumbersome and time-consuming, it is

necessary to implement innovative technology to alleviate the burden. The design-based study aimed to develop an affordable, reliable, and efficient Attendance Tracking Application (ATA). In this presentation, we will present the design and development process of ATA, demonstrate use of the application, and discuss instructors and students' perceptions on the usefulness and usability of the system in large-scale classroom settings.

The Effect of Motivational and Presage Variables on Teachers' TPACK in the Context of Technology Professional Development ***Sheng-Lun Cheng***, The Ohio State University; ***Kui Xie***, The Ohio State University

The purpose of this present study is to investigate the effect of motivational and presage variables on teachers' technological, pedagogical, and content knowledge (TPACK) in the context of technology professional development (TPD). This program was established for developing teachers' competence in technology integration. 108 in-service teachers participated in this study. The results of stepwise regression analyses revealed that after controlling for the effect of participants' initial TPACK and presage variables, teachers' perceived ability of technology integration significantly predicted their post-TPACK.

132. General Session: Cirque du Soleil Spark Session - "Technology and Training at Cirque du Soleil"
3:45 pm to 5:00 pm
Conf Ctr - Ballroom A

At its inception, Cirque du Soleil focused on innovation – thus the title of our first show, Le Cirque Réinventé (The Circus – Reinvented). From KA's 280,00 pound rotating stage to O's 1.5 million gallon pool, each Cirque du Soleil show now features an innovation that has dramatically altered the landscape of live entertainment. Our dynamic productions require that we gather the highest level experts from around the globe. Once these experts are gathered, we then engage in a two-way process of education where all involved learn how to apply skills and techniques in new and innovative ways. For AECT's 2016 conference, Cirque du Soleil's SPARK Sessions will illustrate our two-way, multilayered learning exchange. Representatives for various departments will share their creative processes – including stumbling blocks they have encountered and strategies they have used to overcome them. First-hand accounts of the challenges and triumphs that come along with designing, producing, and performing in these cutting-edge productions will provide case studies through which AECT will discover new approaches to learning and teaching.

133. Welcome Reception
5:15 pm to 6:15 pm
Conf Ctr - Ballroom C

134. GSA/D&D On The Town
8:00 pm to 10:00 pm
Conf Ctr - Conference Rm 14

Meet members of the Design & Development Division in an informal, relaxed setting. GSA D&D board representative Jessica Resig 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 Benihana Japanese Steakhouse.

135. Tango Dancing
8:00 pm to 10:00 pm
Conf Ctr - Pavilion 4

This taste on Argentine Tango will be open to all conference attendees. Tango is a walking dance with basic steps that will be introduced during the lesson. The lesson will be taught by Tom Smith who has over 20 years of tango teaching experience. No experience or partner is necessary, but leather bottom shoes or regular socks should be worn.

136. President's Reception for International Affiliates (RSVP by invitation only)
8:30 pm to 9:30 pm
Conf Ctr - Ballroom G

137. D&D -AECT/D&D Instructional Design Competition 2017 Planning Committee
7:00 am to 7:30 am
Conf Ctr - Executive Board Rm

138. Intern Meeting - 2 Wednesday
7:00 am to 7:30 am
Conf Ctr - Board Rm

139. AECT Breakfast with Champions (preregistration required)
7:30 am to 9:00 am
Conf Ctr - Ballroom C

140. Arm Rest Studio Lounge - 2 Wednesday
9:00 am to 5:00 pm
Conf Ctr - Pavilion Walkthru

141. Jenny K. Johnson International Hospitality Center - Wednesday
9:00 am to 4:00 pm
Conf Ctr - Pavilion Walkthru

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

142. AECT - Learning, Design and Technology Research and Practice in Afrika
9:15 am to 10:15 am
Conf Ctr - Conference Rm 12

Learning, Design and Technology Research and Practice in Afrika ***Tutaleni I. I. Asino***, Oklahoma State University; ***Rebecca Yvonne Bayeck***, Penn State University; ***Erica Bass-Flimmons***, Georgia State University; ***Tonia A. Dousay***, University of Wyoming; ***Sandy Malapile***, Virginia Tech; ***Nicola Pallitt***, University of Cape Town

This panel discussion gives an opportunity to present research and practice on Learning, Design and Technology in Afrika by members of AECT and eLearning Africa.

143. CLT - Language Translation and Knowledge-based Writing Software
9:15 am to 10:15 am
Conf Ctr - Conference Rm 1

Knowledge Based Artificial Intelligence Technology: The Next Generation of Scholarly Writing Academic Tools ***Dale Crowe***, University of Phoenix; ***Martin La Pierre Jr.***, University of Phoenix

The primary focus of the research was to take one aspect of current academic tools (scholarly writing) and to examine the strengths and weaknesses of each, in addition to exploring the potential benefits and practicality of migration to knowledge-based applications, and developing a plan and model for developing a comprehensive Scholarly Writing Software. A knowledge-based system (KBS) has the potential to interact with a word processing program (e.g. Microsoft Word).

No Absolute Equivalent between Two Languages: Strategies We Have Learned from Translation of AECT Books ***Feng-Qi Lai***, Indiana State University; ***Hanbing Yan***, East China Normal University, China; ***haisong ye***, ISU; ***Mingzhuo Liu***, East China Normal University, China; ***peng xu***, Northeast Normal University

The presenters will share with attendees a summary of what they have learned from their translation experience of three AECT books from various angles. Translation is a recreation process of messages from one language to another. It is a common misconception that if one is bilingual, he/she is capable of doing translation. That is not true. Strategies for a valid, trustworthy, and beautiful translation will be discussed and shared with attendees in the session.

144. CLT - Student Empowerment and Safety
9:15 am to 10:15 am
Conf Ctr - Conference Rm 2-3

Children Have Rights Too: Using Creative Games and Simulations to Teach Children's Rights ***Suzanne Y Ensmann***, Indian River State College; ***Lenora Jean Justice***, Morehead State University

Educators are often trained to look for signs of abuse and neglect in their students; however, when a child displays these characteristics, educators need to know about children's rights to understand if a situation is actionable. Additionally, educators should be able to teach children about their rights as a part of learning how government operates. This presentation offers creative tools to teach teachers as well as students about children's rights.

Creative Solutions for Preventing Cyberbullying: Everyone Deserves to Feel Safe in School ***Lenora Jean Justice***, Morehead State University

Parents, administrators, and teachers, increasingly call for digital teaching tools in the classroom; however, Internet access allows for gossip, harassment, and intimidation, which can potentially lead to cyberbulling. If educators are called upon to expand the use of technology in learning, how can they prevent the dark side of technology, cyberbullying, from disrupting this process? This session will cover creative ways to prevent cyberbullying while encouraging tolerance and acceptance of potentially marginalized students.

145. Committee: Definition & Terminology (Wed)
9:15 am to 10:15 am
Conf Ctr - Board Rm

Chair:
Nancy B. Hastings, *University of West Florida*

146. D&D - Instructional Design and Higher Education
9:15 am to 10:15 am
Conf Ctr - Ballroom F

Examining critical thinking strategies, components, and challenges in higher education: a systematic literature review ***Mansureh Kebritchi***, University of Phoenix; ***Barbara Case Fedock***, University of Phoenix; ***Sandy Nunn***, University of Phoenix

Critical thinking is considered as one of the most essential skills in 21 century that is not adequately developed among graduates. There are variety of approaches suggested in literature for promoting critical thinking. However, there is a dearth of studies that synthesize the previous studies and provide integrative reports on strategies for strengthening critical thinking. This presentation includes results of a literature review related to issues and strategies for using critical thinking in higher education.

Conducting Effective Learning Design Meetings ***Denise Shaver***, Andrews University

Do you find it challenging to have discussions with instructors about designing good online courses and best practices in teaching? If so, this session is for you. This session will highlight key components to conducting effective Learning Design Meetings. Participants will learn techniques in engaging faculty in a dialogue Learning Management Systems storyboard layout, learning outcomes, student engagement and learning activities, formal assessments, and content delivery.

147. D&D - Learning Approaches
9:15 am to 10:15 am
Conf Ctr - Pavilion 3

Emergence of Self-Regulation Skills in a Competency-Based Education Environment – Students' Perception ***Iryna Ashby***, Purdue University; ***Secil Caskurlu***, Purdue University; ***Marisa Exter***, Purdue University

Self-regulation (SR) plays an important role in student learning, particularly in competency-based environments (CBE), where students bear the responsibility for their learning trajectory and competency attainment. While interest in CBE is growing, research on strategies to support SR development is limited. Our goal is to provide an in-depth description of strategies used in our program as perceived by students. The results may be of interest to researchers and faculty involved in design of CBE programs.

148. D&D Showcase (2 hours)
9:15 am to 11:30 am
Conf Ctr - Pavilion Walkthru

Chairs:
Jill Stefaniak, *Old Dominion University*
Matthew Schmidt, *University of Cincinnati*

A Salamander Tale and an Edible Journey: Learning Strategies Applied to Museum Exhibits ***Jeffrey Rollins***, Purdue University; ***Sunnie Watson***, Purdue University

The museum exhibits "A Salamander Tale" and "The Edible Journey" were developed for the traveling museum exhibit market. By scaffolding content targeted at adults and children, the exhibits incorporate concepts and theories from Lev Vygotsky and Jean Piaget. This session will outline the development process as well as public response to the exhibit content in the areas of cognitive, affective, and behavioral change.

But Wait--There's More!: Using Branding Strategies and the ARCS Model of Motivation within an Interactive Module to Recruit Undergraduate Students ***Judith Lewandowski***, Purdue University; ***Kristyna Oates***, Purdue University

This project focuses upon the creation of an interactive eLearning module that meets the unique needs of an institutional program while creating an engaging digital experience for a specific target population. This module required the development of an innovative branding strategy to serve as an informational tool for

undergraduate students interested pursuing a degree. The ARCS Model of Motivational Design was utilized as the theoretical framework to guide the overall focus and strategy selection. The module had to be developmentally appropriate for the post-adolescent target audience, while providing informative of the coursework, the potential career paths, and motivational, interactive elements.

Design and Development of a Flipped Engineering Classroom, Makecourse-Art ***SANGHOON PARK***, University of South Florida; ***Howard Kaplan***, University of South Florida; ***Rudy Schlaf***, University of South Florida

Aesthetic design and functional design are two important aspects of the engineering design education. However, the idea of aesthetic design has not been discussed in-depth in the engineering education curriculum although its' value has been emphasized for the last decades. Previous studies suggested that an interdisciplinary team approach combining students from the engineering program and students from the arts program can be used to promote knowledge and skills of aesthetic design. In this showcase, we will introduce a case of an undergraduate engineering classroom with the integration of the flipped class approach.

Human Performance Analysis: Application of General Systems Theory ***Elizabeth Igoe***, University of North Carolina Wilmington

The Americans with Disabilities Act (ADA) requires that public institutions provide and ensure an equal opportunity learning environment for all students. An audit of online courses at a mid-sized accredited university demonstrated that a large majority are not compliant with ADA regulations. A front-end analysis was conducted to determine the causes of the problem. A Systems Approach was adopted to analyze the problem within the context of the operating system in order to identify the causes of the problem and determine the best solution. A proposal was developed for the design, development, implementation and evaluation of the system-wide learning solution.

Needs Assessment ***Yasin Yalcin***, Florida State University; ***James Klein***, Florida State University

This instructional program is a self-contained module of 120-minute length, and its topic is needs assessment. The target audience of the program includes graduate students who are studying at the Instructional Systems & Learning Technologies (ISLT) program at the Florida State University (FSU). The goal of the program is to teach target audience identifying gaps between current results and desired results, and creating performance objectives based on the identified gaps. The program utilized the principles of systematic instructional design and it is based on scenario-based learning approach and multimedia learning theory. Articulate Storyline was used to develop the program and Blackboard learning management system was used to make the program available to ISLT students.

NextGen KidsMath: Restoring Playfulness in Mathematics Education ***Lingguo Bu***, Southern Illinois University Carbondale; ***Harvey Henson***, Southern Illinois University Carbondale; ***Karen Renzaglia***, Southern Illinois University Carbondale; ***Sedonia Sipes***, Southern Illinois University Carbondale

The NextGen KidsMath is a set of mobile apps targeting big ideas of K-12 mathematics in a playful and artistic manner that also integrates literacy. The math topics are selected with long-term goals. While interesting to young children in early grades, they can be further investigated at higher levels for insight and the development of advanced concepts. While users engage in math play, they also generate artistic artifact for show-and-tell and reflection. Developed using MIT AI2, the math apps are accessible free of charge to parents, guardians, and school children as well as math teachers.

The instructional design of Roadtrip: A computerized driving game to improve listening ***Ginger S Watson***, Old Dominion University; ***Stacie Ringleb***, Old Dominion University; ***Kathryn S Schwartz***, Old Dominion University; ***Anastasia M Raymer***, Old Dominion University

"Roadtrip" is an entertaining, simulation-based game designed to facilitate practice with a variety of difficult listening and working-memory tasks. Designed as a driving game, the trainee listens to various radio shows to receive navigation assistance and respond to radio show content processed through voice recognition software. Driving demands and content difficulty level up and down based on performance. The simulation-game, scoring, leveling algorithms, instructional design and development process will be demonstrated.

149. DDL - Data Mining & Program Evaluation
9:15 am to 10:15 am
Conf Ctr - Pavilion 10

Educational Data Mining in Program Evaluation: Lessons Learned ***Kerry Rice***, Boise State University; ***JUI-LONG HUNG***, Boise State University; ***Yu-Chang Hsu***, Boise State University; ***Brett Shelton***, Boise State University

Researchers present findings from a series of data mining studies, primarily examining data mining as part of an innovative triangulated approach in program evaluation. Findings suggest that is it possible to apply EDM techniques in online and blended learning classrooms to identify key variables important to the success of learners. Lessons learned will be shared as well as areas for improving data collection in learning management systems for meaningful analysis and visualization.

150. DDL - Higher Ed Program Development
9:15 am to 10:15 am
Conf Ctr - Pavilion 9

Creatively Leading the Implementation of a Successful Community College Online Learning Program ***Amy L Valente***, SUNY's Cayuga Community College

This session will share the practical aspects of how to effectively lead and implement new and creative online learning programs in community college settings. Attendees will gain an understanding of the importance, challenges and opportunities for online learning programs unique to the community college. A specific program implementation at State University of New York's Cayuga Community College will be analyzed to explore the critical success factors that must be present to enable success.

The Super E-Student Initiative: A Creative Focus on Targeting Distance Education Learners ***Nikisha Watson***, Pasco-Hernando State College; ***Jennifer Veloff***, Pasco-Hernando State College

This proposal reports on the implementation of an effective instructional design initiative that was developed to increase retention and completion in online courses at a small-scale higher education institution. The Super E-Student Initiative helps students better understand what it takes to be successful and motivated in online learning. In this session, we discuss how an expert ad hoc committee creatively developed tools, handouts, cards and a mobile app to assist students in their digital journey.

151. DDL - Student Perceptions
9:15 am to 10:15 am
Conf Ctr - Pavilion 11

Adult Reflection in a Graduate-Level Online Distance Education Course ***Cindy York***, Northern Illinois University; ***Lisa Yamagata-Lynch***, University of Tennessee; ***Sharon Smaldino***, Northern Illinois University-retired

We examined adult learners' ability to engage in critical reflection concerning learning in an asynchronous online instructional technology course, with a topic of design and delivery of distance education. Data for this study consisted of four reflection papers about students' perception of their learning. Mezirow's (1990) instrumental learning and communicative learning were used in analysis, which found guided reflections could help guide adult learners to reflect on many aspects of their learning.

Blended Synchronous Classes – Students' Perspectives ***Sheri Anderson Conklin*** and ***Beth Oyarzun***, UNC Wilmington

Blended Synchronous Environments are defined as live environments with the instructor(s) present in a physical classroom and students have the option to attend class either face-to-face or virtually. This exploratory mixed methods study examined student perceptions of the Blended Synchronous Learning Environment to determine the best instructional strategies for this type of learning environment. This session will present the student perceptions of the blended synchronous environment and interactions among their peers and instructor.

Examining the Relationship between Learners' Epistemic Beliefs and Perceptions of Online Learning ***Kun Huang***, Mississippi State University; ***Victor Law***, University of New Mexico; ***Sang Joon Lee***, Mississippi State University

The study examined the relationship between learners' epistemic beliefs and their perceived teaching presence, social presence and cognitive presence in an online class. Through multiple linear regression models with cognitive presence as a criterion variable and proxy of perceived learning, the study found that epistemic beliefs impacted learners' perceived cognitive presence both directly and indirectly through interaction with teaching presence. Theoretical and practical implications will be discussed in the presentation.

152. ELT - Educational Multimedia
9:15 am to 10:15 am
Conf Ctr - Conference Rm 6

An Analysis of Multimedia Production Courses in

Instructional Design and Technology Graduate Programs ***Bill Sugar***, East Carolina University; ***Kenneth Luterbach***, East Carolina University; ***Peter Rich***, Brigham Young University

In light of prior research on instructional design and multimedia competencies, this study sought to determine which multimedia production skills Instructional Design and Technology programs offer students in order to become successful educational technologists. Accordingly, this study analyzed multimedia course descriptions from 155 programs, which are listed in the 2015 Educational Media and Technology Yearbook. This session will discuss and compare the results of the study to previous research and propose next steps.

Early Childhood Teachers' Developmentally Appropriate Practices in the 1:1 iPad Classroom ***Ya-Huei Lu***, Indiana University; ***Anne Ottenbreit-Leftwich***, Indiana University; ***Ai-Chu Ding***, Indiana University; ***Krista Glazewski***, Indiana University

As technology has become a part of young children's daily life activities, the uses of technology in early childhood classrooms have increased over time. In order to provide early childhood teachers and educators with examples of how to incorporate iPads into daily instruction in developmentally appropriate ways, this study investigated how four experienced technology-using early childhood teachers in the 1:1 iPad classrooms incorporated iPads into their daily instructional practices to support students' learning.

153. ELT - The Future of Visualization in the Instructional Technology Context: Four Perspectives
9:15 am to 10:15 am
Conf Ctr - Conference Rm 4-5

The Future of Visualization in the Instructional Technology Context: Four Perspectives ***Edward Francis Schneider***, Ithaca College; ***Anthony Karl Betrus***, SUNY Potsdam; ***Glenn Gordon Smith***, University of South Florida; ***Dennis Charsky***, Ithaca College

Visual Analytics, Infographics, mapping, comic books, motion graphics and many other forms of Visualization have become increasingly central to instructional content. This panel will present four differing perspectives on the future of visualization in the Instructional Technology context. All four panelists will put an emphasis on theory into practice, discussing how instructional designers and developers can reflect current research into the visual media they integrate into curriculum. The four speakers will represent visualization in pre-service teacher training, visualization in learning game design, visualization in Storytelling, and visualization in interactive learning media.

154. ETR&D Joint Editorial Board Meeting
9:15 am to 10:15 am
Conf Ctr - Ballroom B

155. Presidential: Sparking the Creative Process: A Mid-Conference Creative Break
9:15 am to 10:15 am
Conf Ctr - Ballroom A

Sparking the Creative Process: A Mid-Conference Creative Break ***Gurupreet Khalsa***, University of South Alabama; ***Sylvia Rogers***, University of South Alabama; ***Franklin Ard***, University of South Alabama

Give a boost to your creative potential in this fun, interactive, social session to break up the long stretches of heavy academic thinking. Come join us in wordsmithing for no other purpose than to enjoy the creative process. We'll work individually and collaboratively in activities to create poetry and reflections, build relationships, and share ideas in a non-threatening and judgment-free environment.

156. RTD - Educational technology and narrative: The 2016 AECT Summer Research Symposium
9:15 am to 10:15 am
Conf Ctr - Ballroom D

Educational technology and narrative: The 2016 AECT Summer Research Symposium ***Brad Hokanson***, University of Minnesota; ***Karen Kaminski***, Colorado State University; ***Paige Hale***, Eastern Kentucky University; ***Albert Akyeampong***, Ohio Northern University; ***Andrew Tawfik***, Northern Illinois University

This year's AECT research symposium examined the narrative, story and educational technology. Chapter proposals were 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. Panel members for the AECT conference will be selected from the symposium participants.

157. RTD - Students, The Internet, and e-Learning Technologies

9:15 am to 10:15 am
Conf Ctr - Ballroom E

Students' Attitudes toward the Internet and Feelings of Connectedness in their Graduate Programs ***David Des Armier, Jr.***, University of Wyoming; ***Doris U Bolliger***, University of Wyoming

This quantitative study examined relationships between students' attitudes toward the Internet and feelings of connectedness in their graduate programs. Faculty and staff should find ways for graduate students to connect with others to enhance their learning experiences, combat feelings of isolation and anonymity, and increase completion rates. The method and results will be featured. The findings will inform practices of faculty, support staff, and instructional designers and technologists who utilize Internet technologies to enhance connectedness.

Students' Conceptions of Learning and Adoption of e-Learning Technology ***Allan Hoi-kau Yuen***, The University of Hong Kong; ***Albert K. M. Chan***, The University of Hong Kong; ***Will W. K. Ma***, Hong Kong Shue Yan University; ***Chi-Keung Chan***, Hong Kong Shue Yan University; ***Wilfred W.F. Lau***, Chinese University of Hong Kong

Students are active actors in learning environments, and their conceptions of learning act as cognitive filters affecting the use of technology in learning environments. This study argues that the learner's conceptions of learning (COL) are crucial to the understanding of e-learning technology adoption. Results of data analysis indicate causal structural models which are consistent with previous technology acceptance studies, and COL serves as the significant perception anchor for the formation of perceptions of technology acceptance.

158. SICET - Community of Practice, Technology for Communication
9:15 am to 10:15 am
Conf Ctr - Conference Rm 10

Facilitator:
Juhong Christie Liu, *James Madison University*

Communities of practice with International Participants: Using synchronous technology to facilitate learning. ***Xiaoxue Wang***, Florida Gulf Coast University; ***Michele Stork***, Florida Gulf Coast University; ***Robert F Kenny***, Florida Gulf Coast University; ***Sarah Vasquez***, Florida Gulf Coast University; ***Amanda Lynne Rose***, Florida Gulf Coast University

Using a synchronous technology, this program brings learners and instructors across the continents together. The participants include (1) pre-service teachers and professors at a state university, (2) in-service teachers from its Professional Development Schools and (3) English major students and their professors from a university in China. The presentation covers the program details, lessons learned, suggestions for using synchronous technology to facilitate communities of practice, and suggestions for implementing such a collaborative program.

Technology for Communication in College Student's Learning ***Jacob A. Hall***, Syracuse University; ***Jing Lei***, Syracuse University

This is the fourth one of a group of five papers from the same research team. Following a media framework suggested by Bruce and Levin (1997) and Dewey's (1943) four natural impulses of learning, the first paper introduces the overall theory and research context, and the other four each focuses on using technology for inquiry, communication, construction, and expression in college students' learning. Data were collected from three technology integration courses over the last five years.

159. SMT - Interactive Whiteboards in the Classroom: Then, Now, and Beyond
9:15 am to 10:15 am
Conf Ctr - Conference Rm 7

The lived experiences of high school teachers with different subject matters pertaining to the use of Interactive Whiteboard (IWB): A phenomenological study ***Yunus Alkis***, Middle East Technical University (METU); ***Soner YILDIRIM***, Middle East Technical University

The primary purpose of this study is to understand and describe the lived experiences of different subject matter high school teachers with use of Interactive Whiteboard (IWB) in their classrooms for instructional purposes in depth and to arrive at the essence of their lived experiences of the phenomena. Accordingly, transcendental phenomenological framework was selected as a methodological framework in this study.

Effective Use of Interactive Whiteboard in Classroom: What Has Changed and What Should We Change? ***Sungwon Shin***, Indiana University; ***Jongpil Cheon***, Texas Tech University; ***Jue Wang***, Texas Tech

University; ***Steven M. Crooks***, Texas Tech University

This study explored how K-12 teachers' Interactive Whiteboard (IWB) use influence students' learning performance and what factors facilitated or hindered effective IWB use. We collected data regarding teachers' use of IWB, attitude, and support system. The results revealed that though teachers' overall time using IWB had significantly increased in two years, there was no significant difference regarding how teachers used IWB and their instructional purposes. More findings and implications will be discussed in the presentation.

160. ST&C - Game Changers!
9:15 am to 10:15 am
Conf Ctr - Conference Rm 9

Video Games and Boys: Unpacking Boy Learning Ecosystems ***Jason A Engerman***, Penn State University; ***Nate Turcotte***, Penn State University; ***Sagun Giri***, Pennsylvania State University; ***Alison Carr-Chellman***, The Pennsylvania State University

Traditional school settings contribute to high disengagement rates, and dropout rates for boys. Commercial video games, as a historical pastime, show promise to re-engage boys. This study represents a three phase phenomenological approach that investigates the link between commercial games and traditional learning outcomes. Our findings suggest significant learning gains that align with traditional standards as well as 21st Century non cognitive skills, can emerge as boys engage in natural play habits of commercial gaming.

The Effect of Growth Mindset on the Persistence of Gifted Students when Facing Challenges in Online Educational Gameplay ***Katie M Leach***, Wilkes University; ***Jin Mao***, Wilkes University

This quasi-experimental study investigated if knowledge of the growth mindset may impact persistence in gifted students when facing challenge while playing an online educational game, Selene. The study found there was no significant difference between the control group and the treatment group on the dependent variables. The study identified that more research is needed to understand if or how the growth mindset can help underachieving gifted students..

161. ST&C - Leading Personalized and Problem Based Learning in Systems/Joint STC and TED Perspectives
9:15 am to 10:15 am
Conf Ctr - Conference Rm 8

Chair:
Beth Rajan Sockman, *East Stroudsburg University of Pennsylvania*

A Systems view of Personalized and Project-Based Learning Implementation based on Learner-Centered Paradigm ***Beth Rajan Sockman***, East Stroudsburg University of Pennsylvania; ***Camille Mortimore***, Project Foundry; ***Elizabeth Brott Beese***, Purdue University; ***Phillip Harris***, AECT Executive Director; ***Karen Kaminski***, Colorado State University; ***Jesse Strycker***, East Carolina University; ***Christine K. Sorensen Irvine***, University of Hawaii at Manoa

Many practitioners seek to create rich meaning learning environments, but find efforts often thwarted by conditions that are not under their personal control. Researchers continue to study efforts finding frustration among participants or little change. In a joint panel between STC and TED, panelists will exchange research and practice on implementation of personalized and project-based learning for the learner-centered paradigm to find ways to overcome the obstacles that inhibit deep change.

162. TED - Creativity and Teacher Education
9:15 am to 10:15 am
Conf Ctr - Conference Rm 13

The Value of Conformity and Creativity in Educator Ethics ***Shirley Dawson***, Weber State University; ***Bonnie Hofland***, Weber State University; ***Vicki Napper***, Weber State University

This session will open with an interactive audience discussion on what it means to be an ethical educator. Variability, conformity, and creativity will be explored among participant responses before presenting research results. The need for conformity and creativity in improving ethical behaviors will then be considered.

What does it mean to be creative in teacher education programs in Western Canada? A phenomenological study ***Kimberly Dawn Irene Caldwell***, University of North Dakota; ***Woei Hung***, University of North Dakota; ***Abdullah Alotaibi***, University of North Dakota

Edward de Bono is quoted as saying "we need creativity in order to break free from the temporary structures that have been set up by a particular sequence of experience". This interactive concurrent session has two objectives: to discuss research findings on teacher educator's view of teaching for creativity and to have participants voice their understanding of creativity in hopes of starting a discussion that

will break us free from our temporary mindsets of education.

163. TED - Preparing Pre-Service Teachers for the Classroom
9:15 am to 10:15 am
Conf Ctr - Conference Rm 11

Integrating Educational Technology and Media into Pre-service Teachers' Preparation in Rural United States ***Szu-Yueh Justine Chien***, University of Wisconsin-Extension; ***Chien Yu***, Mississippi State University

This study presented pre-service teachers' development in their knowledge of and skills for technology integration in a rural area. The digital use divide not merely exists between learner but also future educators. By integrating the direct instruction of technology integration techniques, the participants were more capable to effectively integrate technology into their future teaching. The study could help pre-service teachers in rural areas cultivate their knowledge of and skills for technology integration.

Standardizing Pre-Service Teacher Preparation for Instructional Data-Driven Decision Making ***Jui-Ling Chiang***, Northern Illinois University; ***Todd Reeves***, Northern Illinois University

Research estimates minimal opportunities for pre-service teachers to learn how to use data, especially standardized test data, for instructional decision-making purposes. In response, this session describes the results of a pretest-posttest study of a standardized data use intervention for pre-service teachers. Findings, which include highly favorable pre-service teacher perceptions of the intervention's impact on their data-driven decision making skills, indicate that the intervention holds promise as a pre-service learning mechanism.

The Influence of the Teaching Practicum on Pre-service Teachers' Perceptions of Good Teaching ***Eunkyung Moon***, Korea University; ***Eunhye Lee***, Korea University; ***Yongjin Lee***, Korea University; ***Hoilym Kwon***, Korea University; ***Won Sug Shin***, Korea University; ***Innwoo Park***, Korea University

We analyzes the perceptions of good teaching in prospective teachers and examine the changes of their perceptions of good teaching before and after field training. Hence, we established the following research questions: First, do prospective teachers' perceptions on requirements of "good teaching" change after completing pre-service field training sessions? Second, are there differences in the changes of prospective teachers' perceptions of good teaching in accordance with class observations? Third, are there differences in the changes of prospective teachers' perceptions of good teaching in accordance with teaching demonstrations?

164. AECT - What is Educational Technology? Revisiting and Revising the Definition of the Field
10:30 am to 11:30 am
Conf Ctr - Ballroom A

Attendee:
Jason Underwood, *Northern Illinois University*

Chair:
Nancy B. Hastings, *University of West Florida*

Presenters:
Tim Boileau, *Indiana State University*
Gayle V. Davidson-Shivers, *University of South Alabama*
Bettylynne Gregg, *Northern Illinois University*
Kathryn Ley, *U Houston Clear Lake*

In this panel session the members of the AECT Definitions and Terminology Committee will discuss proposed updates to the definition of the field presented in Educational Technology: A Definition with Commentary. The presentation will address the history of the definition, the current definition, the proposed revised definition and the rationale behind the updates. Members of the audience will be invited to participate in the discussion and share their reactions to the committee's proposal, having a voice in the final draft to be presented to the Board for approval. Members who are unable to attend this session are encouraged to touch base with any of the panel members during the conference to share their thoughts.

165. CLT -Membership Meeting
10:30 am to 11:30 am
Conf Ctr - Conference Rm 2-3

Chair:
Peggy Ann Lumpkin, *Young Harris College*

166. Committee: PIDT 2017 Planning
10:30 am to 11:30 am
Conf Ctr - Board Rm

167. D&D - Infographics
10:30 am to 11:30 am
Conf Ctr - Ballroom F

Designing Infographics for Learning ***Dennis Charsky***, Ithaca College; ***Jessica Briskin***, Penn State University

Information graphics (infographics) are a compelling way to demonstrate the printed word or to tell a story. A 'good' graphic can transform how information is perceived and understood. Infographics combine images, colors, and content to draw an individual's attention. From this topic you will be able to utilize these concepts in your K-12 classrooms, university settings, and corporate training.

168. D&D - The Flipped College Classroom: Conceptualized and Re-Conceptualized
10:30 am to 11:30 am
Conf Ctr - Ballroom D

The Flipped College Classroom: Conceptualized and Re-Conceptualized ***Lucy Santos Green***, Georgia Southern University; ***Jennifer Banas***, Northeastern Illinois University; ***Ross Perkins***, Boise State University

The flipped classroom is often discussed within professional development experiences offered to instructors at the post-secondary level. Building on research and ideas presented at the 2014 AECT Conference Flipped panel, author contributors to the upcoming Springer publication "The Flipped College Classroom" discuss how the flipped classroom presents new opportunities for enhanced instruction, as well as crucial research questions to explore.

169. DDL - Roles & Student Success
10:30 am to 11:30 am
Conf Ctr - Pavilion 11

Exploring student activities and success patterns in Massive Open Online Courses ***Fethi A. Inan***, Texas Tech University; ***Fatih Ari***, University of South Carolina

The following report is an exploratory study using data from HarvardX-MITx Person-Course Academic Year 2013 De-Identified dataset, version 2.0. The dataset includes data from the Academic Year 2013: Fall 2012, Spring 2013, and Summer 2013 of MITx and HarvardX MOOC courses on the edX platform. The dataset has more than a half million row and each record represents one individual's activity in one edX course management system. The current analysis includes application of data mining to predict learners' course completion for a certification by exploring impact of demographics and student course activities. Another goal of this data analysis was to explore if students activities in other courses can predict their completion of the current course for a certification.

The Impact of Roles Assignment on Cognitive Presence in Asynchronous Online Discussion ***Larisa Olesova***, George Mason University; ***Jieun Lim***, Purdue University

This study examined the impact of role assignment on cognitive presence when students participated in asynchronous threaded discussions. A mixed methods design was used to investigate (1) changes in levels of cognitive presence while students participated in an introductory nutrition online course, and (2) how cognitive presence changed under the influence of roles assignment (e.g., starter, wrapper, and skeptic).

170. DDL - Social Management & Engagement
10:30 am to 11:30 am
Conf Ctr - Pavilion 10

Administering the "Social Perceptions in Learning Contexts Instrument": A Research Tool Measuring Social Connectedness Online ***Patricia J Slagter van Tryon***, East Carolina University

The "Social Perceptions in Learning Contexts Instrument (SPLCI)" (masked, 2012) a research tool measuring social connectedness online is based on the "E-mmediacy" framework (masked, 2006) defined as feelings of social connectedness one has with fellow online participants (classmates, instructor, teaching assistant) through technology-mediated experiences that simulate episodic perception of immediacy. Two individual studies of validity and reliability including an exploratory factor analysis to examine the three construct model supporting the SPLCI will be presented.

Exploring Ways Online Teachers Teach Self-Regulated Learning Skills to Students in U.S. Online K-12 Schools ***Yeol Huh***, Emporia State University; ***Dabae Lee***, Sam Houston State University

Self-regulated learning (SRL) is one of the core characteristics of online students for successful learning experience. Given that SRL is teachable skill, little research has been conducted on how teachers teach SRL to their students in online K-12 schools. Teachers' practices of developing their students' self-regulated learning in U.S. online K-12 schools were examined through an online survey, one on one virtual interviews, and content analysis on their virtual classrooms.

171. DDL - Theory & Practice Trends
10:30 am to 11:30 am
Conf Ctr - Pavilion 9

Theory, Practice and Future Learning Experiences ***Rick Shearer***, Penn State University; ***Andrea Gregg***, The Pennsylvania State University

The theory of transactional distance and the community of inquiry model have stood the test of time over several delivery modes and the evolution of online learning. However, in a post-industrial era with a demand for more personalized learning approaches how will the theory and model hold up and continue to impact practice? This session will present a current study, and explore with the audience the theory and model's impact on our future learning environments.

172. ELT - Design, Development and Evaluation
10:30 am to 11:30 am
Conf Ctr - Conference Rm 6

Design, Development and Evaluation of a Serious Game for Assessment of Student Science Inquiry Skills ***Ora Tanner***, University of South Florida; ***Yiping Lou***, University of South Florida

Surf's Up Science is a scenario-based science inquiry game with embedded assessment developed as part of the K-12 Math and Science Partnership project. The goal of the game is to engage students in three-dimensional science learning that integrates core scientific ideas, cross discipline concepts, and scientific practices (NRC, 2013). The iterative process that informed the game design, features that facilitated student learning of science inquiry skills, and empirical evidence that illustrates student learning will be presented.

Learning from Failure in Games and Game-like Environments: A Literature Review ***Thomas Logan Arrington***, Florida State University

In this session, the presenter reviews the literature available on learning from failure in games and game-like environments. The presentation will cover three key points: (A) a synthesis of the empirical findings on learning from failure in games and game-like environments, (B) important characteristics for learning from failure with an emphasis on games and game-like environments, and (C) recommendations for future studies of this topic.

173. ELT - Free/Inexpensive Emerging Learning Technologies
10:30 am to 11:30 am
Conf Ctr - Conference Rm 4-5

Free/Inexpensive Emerging Learning Technologies ***John Curry***, Morehead State University; ***Anthony Karl Betrus***, SUNY Potsdam; ***Yadi Ziaee***, Athens State University, Athens, AL.; ***Edward Francis Schneider***, University of South Florida; ***Sean Raymond Jackson***, Morehead State University

Over the last few years, there has been a presentation focused on free, Open Source, and/or Web 2.0 alternatives to big name multimedia development software packages. Last year, another presentation focused on free and inexpensive options in open-source video games. This presentation proposes to combine the two and focus on free, cheap and Open Source softwares, hardwares and games and other emerging learning technologies.

174. ETR&D Award Presentation
10:30 am to 11:30 am
Conf Ctr - Ballroom B

Discussants:
Jonathan M Spector, *Department of Learning Technologies*
Tristan Johnson, *Northeastern University*

Young Scholar Award Presenter and 1st Author: Lisa R. Halverson, Brigham Young University, 2nd Author: Charles R. Graham, Brigham Young University Title: Learner Engagement in Blended Learning Environments: A Conceptual Framework Research on learner engagement in blended contexts has been hindered because no theoretical framework guides inquiry or practice, and there is little consistency or even specificity in the definitions and operationalizations of engagement. To address this, we examine existing literature on learner engagement and identify constructs most relevant to learning in general and blended learning in particular. We then propose a theoretical framework for learner engagement that includes both cognitive and emotional indicators and investigates their relevance to blended learning contexts. Distinguished Development Award Presenter: Kinshuk, Dean of Information, University of North Texas. Title: Smart Learning Environments and Personalizing Instruction Student learning is complex. All phases of student experiences produce data - in the classrooms, in the labs, on the net, within social networks, when with friends and when interacting with loved ones. With access to these big, continuous, and disparate data-sets, learning experiences can be characterized based on quality of the content, personalized assessments, learners' comprehension, topic associations made by learners, learners' feelings/emotive states, learners' insights, learners' assumptions in discussions, effectiveness of peer networks, instructional capacity, learner challenges, learners' confidence, learners' recognition of new skills, and learners' refinement of gained competencies. Such characterizations not only enable the capture of information on where, why, how,

and when learning happens, but also empower refinement of instructional measures employed by the institution in a continuous manner. This talk will focus on making learning smart by using analytics approaches to discover, analyze and make sense of these characteristics and adapt instruction accordingly.

175. GSA -How do I Form a Research Question? & What is a Research Agenda?
10:30 am to 11:30 am
Conf Ctr - Conference Rm 14

Facilitator:
Jennifer Brown, *Old Dominion University*

Presenters:
Wilhelmina Savenye, *Arizona State University*
Gamze OZOGUL, *Indiana 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.

176. INTL - Information Security/Privacy Literacy, University Social Responsibility & Active Learning
10:30 am to 11:30 am
Conf Ctr - Pavilion 3

An analysis on the Gender Difference in Information Security and Privacy Literacy for College Students in the Age of Big Data and Cloud Computing ***Hsin-Tzu (Tommy) Chen***, Chinese Culture University

This research attempts to discuss security and privacy issues, requirements and challenges for cloud and big data computing and to understand the right to be forgotten in information privacy, by investigating user concept and behavior, and to evaluate the information security literacy of college students in Taiwan. Recommended promoting the awareness of the right to be forgotten methods and will be suggested for promoting the information security and gender education.

Open Educational Resources and University Social Responsibility: Opportunities and Challenges for Thailand Higher Education Institutions ***Ava (Shu-Hsiang) Chen***, Chulalongkorn University; ***Jaitip Nasongkhla***, Chulalongkorn University; ***Ana Donaldson***, University of Northern Iowa - Retired

The emergence of new educational delivery models including the rapid development of open educational resources (OERs), have offered opportunities but also challenges for higher educational institutions (HEIs). Yet little exists exploring opportunities and challenges of OERs and University Social Responsibility (USR). This paper presents findings from research conducted in Thailand and will lead to a follow-up discussion with participants to explore further design and development of OERs and USR.

177. KSET - Emerging Research Issues in Instructional Technology
10:30 am to 11:30 am
Conf Ctr - Conference Rm 9

Applying Big Data and Analytics in Instructional Technology ***Seung Won Yoon***, Texas A&M University; ***Nari Kim***, University of Wisconsin, Oshkosh; ***Jongpil Cheon***, Texas Tech University; ***Dongho Kim***, The University of Georgia

This session will brainstorm ideas and resources to create a network of individuals who are interested big data research in education. Panels will present various data sources and aggregation tools, data analysis methods, findings and implications from the current research on big data analytics. Possible research topics and applications will be discussed.

A study on the current state of SNS for educational use in enterprise. ***Joo Kyung Han***, Ewha Womans University; ***jeeyun park***, EWHA Womans University; ***Jaesam Chung***, Ewha Womans University

This study tries to figure out the current state of SNS for educational use in enterprise and develop the framework to explain each case. To analyze educational use in enterprise, apply Situated Learning Theory and Framework of Workplace Learning. In addition, it includes the framework, including 5 types of learning, formality of learning, dependence of learning, learning stage, and context & non-context spectrum. Through this framework, several cases can be analyzed and explained from Enterprise 2.0 view.

178. OTP - Learning Analytics and Performance Improvement
10:30 am to 11:30 am
Conf Ctr - Conference Rm 13

Big data, learning analytics, training, and performance improvement: Emerging evidence ***Lisa A. Giacumo***, Boise State University; ***Jeroen Breman***, Northwest Lineman College

A systematic literature review of big data and learning analytics to inform management, training, and instructional systems design in the workplace yielded little to no results. However, trade magazine articles on this topic and anecdotal evidence does exist; businesses are using big data to improve training and performance. The aim of this session is to review the evidence and connect collaborators, who are interested in the application of big data in organizational performance and training.

What's the Gap? Exploring Professionals' Beliefs on KSAs needed On-the-Job & Coverage in ID Programs ***Marisa Exter***, Purdue University; ***Terri S. Krause***, Purdue University; ***Anthony Randolph***, Purdue University; ***Iryna Ashby***, Purdue University

This study will investigate the nature and extent of the gap between the skills and knowledge required by professional instructional designers, and those developed by graduate instructional design programs. Semi-structured interviews with in-practice professionals address the skills and knowledge perceived as important for their current jobs; topics that were under-emphasized within formal education; and professionals' recommendations for improving instructional design education. Findings may be of interest to educators, researchers, and employers.

179. RTD -Membership Meeting
10:30 am to 11:30 am
Conf Ctr - Ballroom E

180. SICET - Student Engagement
10:30 am to 11:30 am
Conf Ctr - Conference Rm 10

Facilitator:
Shuyan Wang, *University of Southern Miss*

Gamification and Students' Engagement in Curriculum-Based Measurement ***YU YAN***, Penn State University; ***Simon Hooper***; ***Shi Pu***, Penn State University

This study explored the use of curriculum-based measurement with Chinese English learners. The study addressed two questions: 1) is it valid to use CBM with Chinese English language learners? 2) can gamification improve students' engagement in a computer-based CBM system? Ninety-seven students in a Chinese college participated in this study, using CMB system with or without game features. The results showed that gamification significantly improved students' engagement when using the assessment system.

Video that matters: Enhancing student engagement through interactive video-centric program in online courses ***Sirui Wang***, SICET; ***Huei-Lien Chen***, Colorado State University

As one of the primary components of effective online teaching and learning, student engagement is crucial to the success of online education. By engaging students as active learners, interactive video-centric programs support online education to attain the highest levels of student interaction, engagement and commitment. This session takes YouSeeU as an example of increasing students engagement in online learning, and focuses on how the interactive video centric-programs make online education more effective and engaging.

181. SMT - Beyond Boundaries: From Open Textbooks to Teaching Global Perspectives Through Simulations
10:30 am to 11:30 am
Conf Ctr - Conference Rm 7

Open Textbook Quality and Adaptation in K-12 ***Royce Kimmons***, Brigham Young University

This study compares textbook evaluations from practicing K-12 classroom teachers (n = 30) on three different types of textbooks utilized in their contexts: copyright-restricted, open, and open/adapted. Results indicate that open/adapted textbooks were the highest quality and that open textbooks were of higher quality than copyright-restricted textbooks. Results also reveal that the value of open extends far beyond cost and that its true promise and value lies in adaptability.

Promoting Students' Global Perspectives: A Simulation of Political and Economic Development for the Classroom ***Seungoh Paek***, University of Hawaii at Manoa; ***Daniel L Hoffman***, Kamehameha Schools; ***Helen Au***, University of Hawaii at Manoa

This study examines the impact of an online simulation of political and economic development on middle school students' conceptual understanding of an interconnected world, and their motivation for social studies. For this study, fourteen students played the simulation for 10 hours over a two-week period. Using a one-group pretest-posttest design, students' concept maps, essays and responses to two motivation surveys were collected. The results show students' increased understanding of the complexity of global context and their increased interests in social studies.

182. ST&C - What Ya Gonna Do When They Come To You? Tips on Implementing Learning Analytics, Digital Literacy and Participative Research in Education

Systems
10:30 am to 11:30 am
Conf Ctr - Conference Rm 8

Chair:
Eugene Kowch, *University of Calgary - Faculty of Ed*

What Ya Gonna Do When They Come to You? International Perspectives on Leading Learning Analytics, Participative Research and Digital Literacy ***Eugene Kowch***, University of Calgary - Faculty of Ed; ***Dirk Ifenthaler***, University of Mannheim; ***Michele Jacobsen***, University of Calgary; ***Danilo M. Baylen***, University of West Georgia

In the International Division, three issues are framing a research conversation aimed at changing education by (1) implementing learning analytics (2) implementing design based research methodologies and (3) implementing digital literacy programs meaningfully. These researchers from Canada, Germany will present, analyze and discuss with the audience factors constraining and enabling the impact of this research in our connected world.

183. TED - Pre-Service Teachers and Technology Integration
10:30 am to 11:30 am
Conf Ctr - Conference Rm 11

Measuring Technology Skills and Self-Efficacy for Technology Integration in Pre-service Teachers ***Dave Mulder***, Boise State University; ***Jesus Trespalacios***, Boise State University

Young teachers currently entering the profession are often presumed to have an innate understanding of technology; however, due to their still-developing pedagogical skills, pre-service teachers may actually have low self-efficacy for technology integration. The purpose of this study is to assess pre-service teachers' technology skills and self-efficacy for integrating technology and pedagogy. In this session, results and implications of this pilot study will be discussed.

184. TED Panel: Supporting and Evolving an Educational/ Instructional Master's Program in the Current Climate: Challenges, Opportunities, and Strategies
10:30 am to 11:30 am
Conf Ctr - Conference Rm 12

Supporting and Evolving an Educational/Instructional Master's Program in the Current Climate: Challenges, Opportunities, and Strategies ***Jesse Strycker***, East Carolina University; ***Jason Siko***, Grand Valley State University; ***Lee Daniels***, East TN State Univ; ***Marshall G. Jones***, Winthrop University

This panel will include discussion of different Educational/Educational Technology programs across the United States that have been working to keep their master's degree programs healthy in light of state legislatures removing salary increases for master's degrees, changes in professional development requirements, competition with other programs, and other factors.

185. CLT -Lunch
11:45 am to 12:45 pm
Conf Ctr - Pavilion 6

186. D&D / RTD - Awards Luncheon (preregistration required)
11:45 am to 12:45 pm
Conf Ctr - Pavilion 4

187. GSA - Membership Meeting & Luncheon
11:45 am to 12:45 pm
Conf Ctr - Conference Rm 14

Join us for our annual GSA meeting and Luncheon! Meet our new GSA President, Tara Drexler, who will start her term during this session and hear about her 2016-2017 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 2017-2018.

188. KSET -Lunch
11:45 am to 12:45 pm
Conf Ctr - Ballroom G

189. SMT -Lunch (Sid's Cafe)
12:00 pm to 1:00 pm
Conf Ctr - Westgate Locations

The 2016 SMT luncheon will occur at Sid's Cafe, which is located at off the main casino. Ordering of lunch will be individual choice. Be sure to stay for the membership meeting that will follow immediately after lunch.

190. AECT - Automatic Prediction of the Relevance and Efficacy of College Students' Online Learning Questions
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 4-5

Automatic Prediction of the Relevance and Efficacy of College Students' Online Learning Questions ***Qiang Hao***, University of Georgia; ***Brad Barnes***, University of Georgia; ***Robert Maribe Branch***, University of Georgia

This study explores automatic classification of college

students' learning questions. 983 questions were collected from a Q & A platform implemented by four large programming course in a research university. Questions were manually classified into three categories: 1) learning-content-irrelevant, 2) effective learning-content-relevant, 3) ineffective learning-content-relevant. Four machine learning algorithms, including Naive Bayes Multinomial, Logistic Regression, Support Vector Machines, and Boosted Decision Tree, will be used for automatic classification and compared to the manual classification.

191. CLT - McJulien Scholar Best Paper Presentation
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 6

Foundational Theories of Social Media Tools and Cultural Competency: A Systematic Literature Review ***Lequisha Brown-Joseph***, University of Phoenix; ***Sandy Nunn***, University of Phoenix; ***Michelle Hill***, University of Phoenix

The use of social media tools provides users with enhanced skills to create and share information to influence society and the global community. However, a key issue concerns whether the increased use of social media reflects improved communication using cultural competency. Though theoretical foundations exist in the literature for social media and cultural competency, few studies synthesize these constructs and provide strategies. This presentation presents results of a literature review study to address these issues.

192. D&D -Membership Meeting
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 4

193. DDL - Evaluating Quality
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 10

Online Course Design: A Review of National and Statewide Evaluation Instruments ***Sally J Baldwin***, Boise State University; ***Yu-Hui Ching***, Boise State University

This research identifies seven evaluation instruments used nationally or in statewide systems in designing and developing online courses. We examined the physical qualities (i.e., number of standards and criteria) and coded the elements that guide the design of online courses. In our presentation, we will discuss in detail what these evaluation instruments focus on, their similarities and differences, and how these instruments impact course design in higher education.

The Validity, Reliability, and Utility of a Rubric for Evaluating Online Course Quality: An Empirical Study ***Ji Eun Lee***, Utah State University; ***Mimi Recker***, Utah State University

The purpose of the study is to investigate the reliability, validity, and utility of a rubric designed to evaluate online course quality. We used a rubric (based on a widely used rubric in higher education) and the quality scores from 199 online courses offered a mid-sized public university in the Western U.S. Inter-item reliability, confirmatory factor, and regression analyses showed that many rubric items were unreliable and invalid. We conclude with suggestions for improving the rubric.

194. DDL - Learner Behavior
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 11

Learners' Self-regulatory Behavior in Blended Learning Environments: Towards Design Guidelines for Supporting Self-Regulation. ***Stijn Van Laer***, CIP&T, KU Leuven; ***Jan Elen***, CIP&T, KULeuven

In response to the need for design guidelines to support learners' self-regulation in blended learning environments, six blended learning environments were compared and linked to learners' self-regulatory behavior (n=137). A dedicated framework was developed to describe these environments and trace data was used to identify learner self-regulatory behavior profiles. We found that when more self-regulation supporting attributes were integrated, fewer poor self-regulating learners were observed. Finally, gaps were identified and design guidelines proposed.

Online Course on Online Instruction and Virtual Field Experiences on Students' Self-Efficacy ***James Hong***, University of Virginia; ***Stephanie L. Moore***, University of Virginia

15 Graduate students participated in an online course on K-12 online instruction where a virtual field experience was a required part of the course. Students answered a survey before the class on confidence and attitudes towards online instruction. 2 Lesson plans were completed by the students throughout the semester during practicum and analyzed to observe possible changes in students' self-efficacy on their ability to do online instruction.

Strengthening Learner Participation in Online Courses: The Role of Digital Content Curation ***Ana-Paula Correia***, Iowa State Univeristy; ***Nadia Jaramillo***, Iowa State University

Digital Content Curation in online learning environments offers learners the opportunity to become learner-curators, and instructors to evolve into educator-curator. In this study the learners were 27 graduate student at a large Midwestern research-intensive university majoring in educational technology. A preliminary content of analysis of students' end-of-course reflections shows that students value their role as learner-curator. Some light is shed on the role of digital content curation as an alternative to online course participation.

195. DDL - MOOC Facilitation
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 9

Service Learning MOOC Facilitating Strategies - How the Pied Piper effect was used ***Camille Dickson-Deane***, University of Melbourne; ***Keya Mukherjee***, Saint Leo University; ***Jennifer Maddrell***, Designers for Learning

This discussion uses self-reflection to review a service-learning project-based MOOC on instructional design using open educational resources (OER) for Adult Basic Education. The facilitation approach will use a collaboration of expertise to produce a pipe. The pipe will woo the MOOC attendees to stay the course [of the MOOC], as well as provide necessary information on what facilitating strategies work. The lessons learned from this process will be presented and discussed.

196. ELT - Games in Education
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 2-3

Lessons Learned In The On-Going Development of A Modular Educational Game Framework: Considerations for Developers ***Noah L Schroeder***, Wright State University; ***Kenneth Deffet***, Wright State University; ***Alexandrea Oliver***, Wright State University

Over the past year, a small team (one faculty member and two undergraduate students) have been developing a modular educational game framework using Unreal Engine 4. This presentation will discuss the premise of the game, show examples, and discuss a few notable issues encountered. Discussion will center on understanding the challenges encountered when developing for broad implementation, e.g., different hardware, as well as typically overlooked challenges a team may run into during development.

Science fiction & games for climate change education ***Glenn Gordon Smith***, University of South Florida; ***Metin Besalti***, University of South Florida; ***Yiping Lou***, University of South Florida

This project, Climate Change Narrative Game Education (CHANGE), helped high school students learn Global Climate Change (GCC) science by making it personally relevant and understandable. CHANGE created a prototype curriculum, integrated it into elective Marine Sciences high school courses, and tested its efficacy. CHANGE used: (a) scientifically web-based science fiction novel with computer games, about future Florida residents and (b) hands-on science laboratory activities, local, place-based approach grounded in Florida Gulf Coast using scientific data.

197. FR - Technology Integration
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 1

Discussant:
E-Ling Hsiao, *Valdosta State University*

Revealing knowledge structure in lesson texts using a computational text pattern-matching approach ***Kyung Kim***, Pennsylvania State University; ***Roy B Clariana***, Pennsylvania State University; ***Mona A Alqahtani***, Pennsylvania State University; ***Hengtao Tang***, Penn State

The purpose of this investigation is to further confirm and extend the utility of the computational approach for measuring knowledge structures (KS) inherent in lesson text artifacts beyond English into other language texts, in this case fifty narrative and fifty expository texts, with translated versions in five languages, the English base language, and Arabic, Chinese, Dutch, and Korean. This approach could provide researchers with another measurement tool applicable to any languages to better understand the mediating influence of lesson text artifacts on learning processes and outcomes.

198. INTL - Online Learning, Mobile Learning & MOOCs
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 3

Self-Reported Experiences of Chinese Students towards Online Learning in the U.S. ***Michael Kung***,

University of Florida

With the increase of globalization in higher education, more international students are arriving in the U.S., especially from China. Meanwhile, the ubiquity of online course offerings across colleges and universities nationwide has led to many of these students taking online courses while physically here. What challenges do they face? This presentation reports on a phenomenological study that investigated the self-reported experiences of these students and suggests ways to improve the online experience for Chinese students.

A Review of Graduate Theses related to Mobile Learning: The Case of Turkey ***Berkan CELIK***, Middle East Techical University / Yuzuncu Yil University; ***Kursat CAGILTAY***, Middle East Technical University

There has been a growing trend on mobile learning studies in the theses worldwide; however, this trend still has not taken place in the studies carried out in Turkey in the form of graduate theses. The aim of this paper is to review the research type, methodology and other issues in the theses on mobile learning in Turkey. Therefore, this review paper focuses on 19 graduate theses which were published in Turkey between the years 2005 and 2014.

Cultural Dimensions and Completion of Massive Open Online Courses (MOOCs) ***Nicole Wang***, Penn State University; ***Kyle L. Peck***, Pennsylvania State University; ***Sarah Stager***, 8144702292

Massive open online courses (MOOCs) have great potential, but low completion rates. Why do learners start but not finish?" How much does "culture" have to do with it? By understanding the answers to these questions, better serve learners. In this study we examine the effects of culture on course completion using three different courses enrolling 270,263 learners from 67 different nations, and six different dimensions of culture. Several significant culture-based differences were revealed.

199. IVLA - Visualizing Learning
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 6

Exploring Multimodal Composition in Collaborative Digital Learning Environments ***shiyan jiang***, university of miami; ***Smith Elizabeth Blaine***, University of Miami; ***Ji Shen***, university of miami

This paper describes the design and implementation of an afterschool program, in which middle school students collaborated in small groups to create multimodal science fictions. Each group member selected one of the following roles: writer (developing the narrative), scientist (integrating science), and designer (creating multimodal representations). The results suggest that the story narratives and the multimodal representations can drive or complement each other in different ways due to group interaction dynamics.

Fostering Visual Literacy in Science Courses ***Danilo M. Baylen***, University of West Georgia

This presentation focuses on improving comprehension, retention and recall of concepts in college-level Biology courses science using visual note-taking strategies.

200. KSET - Improve Learning Performance through Instructional Technology
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 9

Effects of Question and Explanation Orders on the Logical Thinking and Achievement in a Programming Class ***Kyung-Sook Lee***, Korea University; ***Innwoo Park***, Korea University

The aim of this paper was to assess the effectiveness of learning computer programming on logical thinking and to study the difference of outcomes by two different teaching methods and gender. Data analyses showed that the questions first method was more effective in gaining achievement for male students, however, for female explanation first is more effective. The ability of logical thinking that boys and girls achieved through the use of two different teaching methods did not show significant difference.

Structural Relationship among Variables Concerning Perceived Outcomes in the Korean Elementary School Environment Using Digital Textbook ***Jaesam Chung***, Ewha Womans University; ***Sebin Choi***, Ewha W. Univ.; ***Hyo Jin Kim***, Ewha Womans University, Seoul, Korea

The purpose of this study is to identify the structural relationship among interaction, ease of use, self-efficacy, satisfaction, and perceived learning outcomes in Korean elementary school using digital textbooks. There are 423 subjects (responses)that were analyzed. Subjects self reported based on their own experience of using digital textbooks. Result of this study covers

(1) the inter-relational matrix and descriptive statistics, (2) the estimate of measurement model, and (3) the examination of structural model. It was shown that all of the latent variables of the research model have been accurately and reliably measured. Because the model estimate was theoretically confirmed and the model's goodness of fit satisfies the criteria, the fit of the regression model was estimated. This suggests causal relationships among teacher`s interaction , self-efficacy, perceived ease of use, satisfaction, and achievement.

The Development of NCS Communication Skills Performance Instrument ***Jooyoung Kim***, Andong National University Department of Educational Technology; ***Jaewoo Do***, University of Tennessee, Knoxville; ***HongJoon Kim***, HanYang University; ***YongChil Yang***, Andong National University, KOREA

The South Korean government has selected "Creating a Competence-Based Society" as a national core task, and established National Competency Standards (NCS) for successful implementation of the task. To apply NCS into educational practice, assessment tools for NCS-based curriculum should be prepared in advance. However, a standardized assessment tool that instructors can use has not been developed yet. This study developed an exemplar instrument to assess communication skills among NCS, and tested the validity, reliability, and usability of the instrument

201. OTP - Rapid eLearning Development
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 13

Avoid Getting RED in the Face: Rapid E-Learning Development Tools for Novice E-Learning Developers ***Valerie Gardin***, Boise State University; ***Kate Aument***, Boise State University; ***Aly Summers***, Boise State University; ***Quincy Conley***, Boise State University; ***Seung Youn (Yonnie) Chyung***, Boise State University

During this session, we will explore a new scenario-based approach for using Rapid E-Learning Development (RED) tools to create e-learning products including: introductory content, testing and assessment, compliance/mandatory training, software and application training, product demonstrations, orientation training, and technical training. Furthermore, we will discuss how developers can adopt RED tools to keep up with their employer's business needs (e.g., fast development and deployment of training programs).

202. Posters Session 1
1:00 pm to 2:00 pm
Conf Ctr - Ballroom C

Participants

INTL: A Historical Review of Educational Technology in Schools in India ***Shilpa Sahay***, *University of Florida*
Aaron Thomas, *University of Florida*

This study is a historical review of educational technology in schools in India. Being the largest democracy in the world, India has two sides- one portrays the country as the IT superpower and the other exposes the need for proper integration of educational technology in schools to reach out to masses. A chronology approach is applied to study the context. Findings of different era provide helpful analysis and learning from Indian case study.

INTL: Teaching Strategy for the Development of Creative Thinking of Future Educators of Mexico, Through ICT ***Clotilde Lomeli***, *Universidad Autonoma de Baja California*
Julieta Lopez Zamora, *Universidad Autonoma de Baja California*
Francisco Javier Arriaga Reynaga, *Universidad Autonoma de Baja California*
Aidee Espinosa Pulido, *Universidad Autonoma de Baja California*

This proposal purpose is to share experience and products implementing a teaching strategy in the development of creative thinking of future educators. The teaching strategy consists in organizing classes into triads following cooperative learning pedagogy. Each triad design a digital reusable learning object (RLO) that stimulates creative thinking among secondary and higher education students. The theoretical basis and design of the strategy employed are exposed. RLO will be available to be explored by the audience.

INTL: Utilizing Math Game Apps In The Classroom
Abdullah Alotaibi, *University of North Dakota*
Kimberly Dawn Irene Caldwell, *University of North Dakota*
Woei Hung, *University of North Dakota*

When well design, games could be an effective motivator and instructional vehicle to support students learning thereby enhance their learning outcomes as well as overall experience in the learning process. This

study examined the effect of three math game apps to improve students' achievement in multiplication concepts.

OTP: Advancements of Performance Improvement in Literature ***Aysegul Gok***,

The study explains how much performance improvement has expanded. Four extensive databases will be used to obtain frequency counts for the use of the terms which represent the core of the field. The search will be conducted by reviewing abstracts from the years 2011 to 2015. It is expected to see the trends between the key concepts in this particular time frame to explore the opportunities and trends of the performance improvement field.

ST&C: Cognitive Load as an Inhibitor to Technology Adoption in P-12 Schools ***Tara Lillian Dalinger***, *Oklahoma State University*
Scott Haselwood, *Oklahoma State University*
Jose Fulgencio, *Oklahoma State University*
Cates Schwark, *Oklahoma State University*
Ying Xiu, *Oklahoma State University*
Tutaleni I. I. Asino, *Oklahoma State University*

This presentation synthesizes evidence from diffusion of innovations and cognitive load theory research which indicates that attention to the capabilities and limitations of the working memory during professional development training is a potential explanation for whether P-12 teachers choose to adopt their districts' technology initiatives.

TED: Augmented Reality Prompts for Student-Led Parent Conference ***Joan Mazur***, *University of Kentucky*
Cherise Brummer, *Christian County Public Schools*

School age children in miltiary connected families move on average 6-9 times before the age of 18. These 'highly mobile' students struggle to become engaged and connected academically in school. Using the engagement strategy of student-led parent conferences, a rural elementary school in Western Kentucky is working to implement this strategy. Using Aurasma, and augmented reality tool, students and parents 'annotate' the classrooms where conferences occur to welcome and encourage participants in the student-led conferences.

TED: How Do Teachers Design Educational Computer Games for Their Own Students? ***Yun-Jo An***, *University of West Georgia*

While a number of studies have investigated how gameplay influence teachers' attitudes toward games or game-based learning, only a few studies have explored teachers' game design experiences. This study investigated how teachers design their own educational computer games, focusing on their pedagogical approaches and game design strategies. This study also explored what kinds of challenges teachers face in the conceptual game design process and what they learn from the game design and peer review experiences.

TED: Teaching SuperHeroes to a Home-Schooled Child with ASD: A Case Study ***Patrick Allen Leytham***, *Touro University Nevada*
Shirley Dawson, *Weber State University*

The SuperHeroes Social Skills Program is one evidence-based strategy that incorporates technology-assisted instruction to improve the social performance of children with ASD. This poster will report results from a current study to determine the effects of implementing Superheroes with a primary-aged home-schooled child.

203. Presidential: Big Data in Education: Implications for Design
1:00 pm to 2:00 pm
Conf Ctr - Ballroom A

Big Data in Education: Implications for Design ***Christopher J Dede***, Harvard Graduate School of Education

Data-informed instructional methods offer tremendous promise for increasing the effectiveness of teaching, learning, and schooling. Yet these advances can be realized only if designs for instruction are optimized for collecting and analyzing the full range of data necessary to improve learning and assessment. Based on two NSF-funded workshops on big data in education, this session provides guidelines on how to design for data-based teaching and learning that advances educational outcomes for every student.

204. RTD - Frameworks: Learning Management System Use and Technology Integration
1:00 pm to 2:00 pm
Conf Ctr - Ballroom E

Teacher Professional Development and Support for Personalizing Standard-based Education ***Yu-Ju Lin***, Georgia State University

In this study, a conceptual model was proposed and evaluated to predict teacher use of a learning

management and recommendation system (LMRS) with 1) professional development related to the LMRS, 2) support for using the LMRS, and 3) reported satisfaction with the LMRS. The study findings will have implications for improving the adoption and implementation of LMRSs in K-12 schools.

Building a Systemic Evaluation Framework to Track Longitudinal Impacts of a Statewide Technology Integration Project ***Min Kyu Kim***, Ohio State University; ***Sheng-Lun Cheng***, The Ohio State University; ***Kui Xie***, The Ohio State University

This study designed evaluation methods in order to investigate longitudinal impacts of a statewide technology integration project. In this regard, we conducted literature review based on the broad-based research synthesis approach. As a result, the study suggests a systemic evaluation framework and associated methods applicable to tracking the impacts of large-scale technology integration interventions. The study can help researchers and practitioners evaluate the impact of a technology integration project across short-term and long-term changes.

Information Evaluation Behavior Scale: Validation Study with Non-science Majors ***So Mi Kim***, School of Information Science and Learning Technologies

This study examined how non-science majors reported their information evaluation behavior. The students responded to a 16-item self-report instrument designed to examine students' patterns of information evaluation during their online inquiry. A confirmatory factor analysis provided construct validity evidence of four-dimensional evaluation behavior. Overall, their score remained low with a limited growth slope over a semester. The findings will be discussed in terms of inquiry learning and mental model development and directions for future research

205. RTD - Learner-Centered Pedagogies
1:00 pm to 2:00 pm
Conf Ctr - Ballroom F

Parent-Child Co-Play and Associations With the Parent-Child Relationship: A Study in China ***Yinghua Ye***, Zhejiang University; ***Lin Lin***; ***Anneliese Sheffield***, University of North Texas

In this session, we present the results of a research study examining the types and amount of co-play between Chinese parents and children and associations with the parent-child relationship. The results indicate a need for parents to engage with their children through more traditional forms of play rather than through computer/video games.

Project-based Learning (PBL) in a college technology integration course: what worked? ***YunJeong (Eunice) Chang***, University of Virginia; ***Mutlu Sen***, University of Georgia; ***Jasmine Choi***, The University of Georgia

Project-based learning (PBL) has been widely used in college technology integration courses. However, its effectiveness has remained inconclusive. With mixed methods approach, the study aims to explore college students' learning experiences and perceptions about PBL in a technology integration course; (1) how students perceive PBL experiences, (2) how students define learning benefits and challenges of PBL, and influence of PBL on (3) self-confidence on technology integration, and (4) pedagogical and technological knowledge.

206. RTD -- Early Career and Senior Scholar Invited Presentations
1:00 pm to 2:00 pm
Conf Ctr - Ballroom D

Discussant:
Enilda Romero-Hall, *University of Tampa*

Presenters:
Royce Kimmons, *Brigham Young University*
Peg Ertmer, *Purdue University*

Early Career Scholar Invited Presentation Presenter: Royce Kimmons, Ph.D. Title: PICRAT or the Case for a More Practical Technology Integration Model Presentation Summary: Educational technology is home to a variety of technology integration models, but many tend to be impractical for K-12 and higher education practitioners, as they can be overly complicated, technocentric, conceptually fuzzy, or research- or administratively-oriented (vs. teaching-oriented). This presentation explores how multiple studies using a variety of models has influenced the development of a simpler and more practical model for educators called PICRAT. Senior Scholar Invited Presentation Presenter: Peg Ertmer, Ph.D. Title: How context affordances shape facilitation strategies and problem space coverage: Comparing face-to-face and online discussions Presentation Summary: In this study we compared how discussion goals were accomplished during face-to-face and online case-based discussions facilitated by the same instructor. An analysis of discussion transcripts suggests that despite different participation patterns across contexts, the goals of social cohesion and sense making were equally met. Students' coverage of the targeted problem space, however, indicated

greater attention to "problem finding" by face-to-face students. We interpret results by considering how the affordances of each context shaped both teacher-student interactions and learning outcomes.

207. Roundtables Session 1
1:00 pm to 2:00 pm
Conf Ctr - Ballroom C

Participants

DDL: A Literature Review of the State of Professional Development for Online Instructors in Higher Education ***Rhonda Gregory***, *University of Memphis/ Volunteer State Community College*
Trey Martindale, *University of Memphis*

Professional development requirements and experiences for instructors who create online courses vary widely among higher education institutions. We will present a review of the literature about the current state of professional development for online instructors. Factors investigated included best practices, faculty perceptions, and current program successes and failures. We will share with participants our full paper and bibliography on professional development for online instructors.

DDL: Integrating Digital Clinical Experience (DCE) into a Nursing Curriculum: Identifying Concerns of Students ***Briju Thankachan***, *Ohio University*
Charman Miller, *Ohio University*
Terri Hood-Brown Hood-Brown, *Ohio University*
Deborah Henderson, *Ohio University*

Assessing student concerns about technology and addressing those concerns are critical when integrating new technology. This study explores nursing students' concerns on the use of a virtual patient, as well as the challenges of implementing a DCE in an RN-BSN online curriculum. The conceptual framework of the study was based on the Concern Based Adoption Model (CBAM).

DDL: Purple Ribbon Selfies: An in-person method for increasing social engagement in an online, on-campus course. ***Brad Hokanson***, *University of Minnesota*
Robin Carufel, *University of Minnesota*
Xinji Wang, *University of Minnesota*

This session will present the use of physical, in-person connections as a way to enhance on-campus yet online courses. All students were given a purple ribbon at the at in-person start up sessions for an online course. Over the term, students took selfies recording and encouraging interpersonal engagement with others wearing the purple ribbon. From this personal scavenger hunt, new friendships, connections, project teams, and study groups developed. Observations of the assignment will be presented.

DDL: The Relationship of Internet Self-Efficacy, Self-Regulation, and Student Performance in Online Learning ***Yu-Chun Kuo***, *Rowan University*
Yu-Tung Kuo, *Purdue University*

The paper intended to investigate African American adult learners' Internet self-efficacy, self-regulation, and performance in online learning settings. The participants were enrolled in two web-based courses during the summer semester. Results showed that student performance was significantly associated with Internet self-efficacy but not with self-regulation. Internet self-efficacy was positively related to self-regulation. The differences of gender, time spent online, and age did not have an impact on Internet self-efficacy or self-regulation.

ELT: 3D Printing in the Classroom: A Revolution in Progress ***Floyd Randy Harris***, *University of Wisconsin, Oshkosh*
Minhee Cho, *University of Wisconsin, Oshkosh*
Kwoan-Hyoung Lee, *University of Wisconsin, Oshkosh*
Nari Kim, *University of Wisconsin, Oshkosh*

3D printing is a promising and intriguing skill that is creating new paradigms in education. We will explore strategies for enriching learning experiences in 3D printing and innovative ways of apply 3D printing to teach across the academic disciplines of STEM. The persuasive arguments for introducing 3D printing in K-12 include: the reasons schools need 3D printers, how to integrate 3D printing into curriculums, and successes and challenges in effectively implementing 3D printers in the classroom.

ELT: Adventures in Podcast Production: Strategies and Techniques ***Tim Green***, *California State University, Fullerton*
Abbie Brown, *East Carolina University*

This session is designed for those interested in exploring the podcast production process. The authors share their production process and the strategies and techniques they have learned over the past three years producing an award-winning bi-weekly, instructional technology-oriented podcast that has over 3000 subscribers worldwide.

ELT: So What's with Tablets? ***Damji Heo***, *Purdue University*
Sunnie Watson, *Purdue University*
Annette Tomory, *Purdue University*

This presentation is about the potential, challenges and benefits of Tablet computers in Education. Teachers, administrators and learners who are interested in adapting tablet PCs in educational settings are the target audience.

ELT: Supporting Student Comprehension of Scientific Concepts Using OER-based Collaborative Reader System: Students' Perceptions ***Janet Yin-Chan Liao***, *Indiana University*
Noriko Hara, *Indiana University*
Xiaozhong Liu, *Indiana University*

In order to scaffold students' learning in an interactive learning environment, the OER-based Collaborative PDF Reader (OCPR) system was developed and implemented in graduate level courses to support students' comprehension of scientific concepts addressed in academic articles. This study investigated students' perspective on the effectiveness of system-recommended open educational resources and the support from peers and the instructor during their learning with OCPR. Additionally, the study identified improvements for the OCPR system in the future.

ICEM: Evaluation of Synchronous Office Hours for Large Scale Open and Distance Learning Courses
Salih Gumus, *Anadolu University*
Cengiz Hakan AYDIN, *Anadolu University*

The goal of this paper is to reveal the results of an evaluation study in which perceptions of the learners and instructors on effectiveness of synchronous office hours in open and distance learning (ODL) programs of Anadolu University were examined. The paper also covers lessons learned regarding the management of these synchronous learner-to-instructor sessions.

ICEM: [NR]Learning Experience Design for Informal Learning ***Ayse Peri Mutlu***, *Anadolu University*
Mehmet Emin Mutlu, *Anadolu University*

Planning a learning experience requires determining all the contexts accompanying the learning experience beforehand, getting and allocating all these contexts and timing them around a schedule based on a scenario. If we examine planning a learning experience in this level, concept of "learning experience design" is required to be used. In this study, authors tried to conceptualize "learning experience design" by discussing it according to the management of learning experiences.

INTL: A Course Design for "Course Design in Open and Distance Learning" ***Esra Colak***, *Anadolu University Distance Education*

Attending instructional designers, course designers, even program and system designers will get some general idea about how to design a course in open and distance learning. It is a design for higher education but also applicable for private and governmental institutions and corporates with some adaptations which will be discussed during the session. They will see an example design with some alternatives. Examples and alternatives are open to discussion among attendees to improve the course.

INTL: Effect of different working positions on simulation sickness in 3D Aerodrome Controller Training ***Ugur Turhan***, *Anadolu University*
Yavuz Akbulut, *Anadolu University*

The current study investigated the effect of different working positions on simulation sickness in 3D Aerodrome Control Training (ACT). Sixteen undergraduate students from a leading school of civil aviation participated in the study. Due to the limited number of enrollment in the institution, a time-series design was implemented. Nausea (e.g., sweating, burping, stomach awareness), disorientation (e.g., dizziness, vertigo, fullness of head) and oculomotor disturbances (e.g. fatigue, headache, eyestrain) were addressed while conducting different tasks in the simulation.

INTL: Sustained International Collaboration Through Multicultural Virtual Communities of Practice
Kerry Rice, *Boise State University*
Lori Glaeser, *Boise State University*

Join in a discussion of the need for a sustainable community of practice for continued global collaboration and knowledge sharing. This round table discussion will highlight their experiences and observations during an international conference and summer institute held at Nicolaus Copernicus University in Poland. Findings from a case study analysis of the needs of participants in the creation of a multicultural virtual community of practice will also be shared.

INTL: Virtual Academic Hub Use and its Effect on

Economy and Student's Success ***Arielle M. Turner***, *University of North Texas*

This roundtable discussion will focus on the aspects of virtual academic hub use that have led to increased student success throughout the world, as well as the facets of academic hubs that need additional tailoring. With academic hub use continuing to increase at high rates, this discussion is futile to meeting the needs of the continuously changing job market.

OTP: Exploring the use of Dialectical Pluralism as a Group Process for Fostering Creativity and Performance ***Brandon James Moss***, *University of South Alabama*

Many forms and levels of conflict can destroy a group's creative process but using the operational principles of dialectical pluralism group process (DPGP) transforms group cognition into better performance. Hostile environments in the creation of training technology can have devastating effects when addressing issues and concerns in the short and long term. The operational principles provided could prevent many of these potential hazards, increase group cohesion, and improve training technology performance.

OTP: Insiders' Tips for New Instructional Designers in Higher Education Institutions ***E-Lu Chen***, *University of Kansas*
Julie Loats, *University of Kansas*

This session provides several quick and informative tips for graduate students who are interested in working as an instructional designer in higher education. Developed by two online education and instructional design professionals, these tips address four areas: the history of the organization, the office culture, communication and interaction among colleagues, and support and services for designers.

OTP: Mapping Your Way Through Exams ***Brandi M Prather-Leming***, *University of Saint Francis*
Brittnee Fisher, *University of West Florida*
Nancy B. Hastings, *University of West Florida*

Learn how to paint a big picture of exam study materials by creating a concept map using Popplet, a website and iPad application that allows you to capture and organize your ideas. Two graduate students living 1500 miles apart will share how they worked collaboratively to organize a visual map of two years' worth of course content in order to study for preliminary exams.

OTP: Metacognition and Adult Learning: Strategies for Corporate Training ***Yun Lauren Liu***, *University of North Texas*
Daphne CY Tseng, *Univ. of North Texas*

To adapt the fast-paced dynamic business environment, it is crucial for corporation to create enterprise competitiveness by offering training that develops employees' metacognitive skills. Employees who demonstrate a wide variety of metacognitive skills perform more effectively and efficiently to complete work tasks. Presenters will introduce and share training experience on how to apply adult learning theory and metacognitive strategies for developing employees' technical skills and other learning capacities. The full implications of the three metacognitive knowledge categories will be explained with varied examples.

RTD: Exploring Case-based Assessment: A Conceptual Framework for Assessing Medical Students' Diagnostic Reasoning Abilities ***Sejin Kim***, *The University of Georgia*
Ikseon Choi, *The University of Georgia*

This study proposes a new assessment method, case-based assessment, using cases containing complex and real-world situations to assess learners' problem-solving abilities through a reasoning process. First, the study aims to explore the characteristics of case-based assessment by reviewing case-based learning. We then identify two major reasoning models in medical education settings to develop case-based assessment for diagnostic reasoning processes. It will serve as a conceptual framework to design case-based assessment for real-world problem-solving.

RTD: How do teaching, cognitive and social presence relate to intrinsic and extraneous loads in a fully online learning experience? ***kadir kozan***, *Bahcesehir University*
Jennifer Richardson, *Purdue University*

The present study examined how well teaching, cognitive and social presence would relate to intrinsic and extraneous loads in a fully online learning experience using standard multiple regression analyses. Given the predictive relationship of the presences with germane load, it was reasonable to test whether they would similarly relate to intrinsic and extraneous loads as well. The results indicated that, especially as a group, the presences can statistically significantly relate to intrinsic and extraneous loads.

RTD: Opportunities and Challenges with Digital

Badges ***Tadd S Farmer***, *Brigham Young University*

The inability to effectively recognize informal learning and reveal learned competencies in traditional business and educational contexts begs for new assessment methods. Many current examples of digital badge programs provide potential solutions for solving these assessment challenges. Proponents of widespread adoption of badges face many difficult challenges in building badge awareness, credibility, and purpose. Through careful design and implementation, these challenges can be overcome to allow for greater use of digital badge practices.

RTD: Participating from Near and Far: Analyzing Online Graduate Learning Communities with Social Network Analysis ***Joshua Michael Rosenberg***, *Michigan State University*
Spencer P. Greenhalgh, *Michigan State University*
Leigh Graves Wolf, *Michigan State University*

We set out to study how social media builds online community within courses and throughout the program in both intentional and serendipitous ways by examining more than 10,000 tweets related to a Master of Arts in Educational Technology (MAET) program. Specifically, we used social network analysis tools to examine how new users become more central over time and determine what network-level factors may be associated with this development and identify hashtags for further investigation.

ST&C: Free Community Colleges Plan, Opportunities For Online learning Toward a Systemic Change
Ahmed M Mukhtar, *University of Missouri-Columbia*

Online learning aims to increase access to higher education, especially for underserved students. However, the community colleges proposal missed out some available models of online learning that support accessing to no debt education. Aligning Kingdon's policy window model, this round-table aims to systemically discuss policy streams with a focus on online learning opportunities for change to increase success beyond completing community colleges. Findings and implications for educators and policymakers will be discussed.

ST&C: Tobacco Cessation & Education: Simplifying Conditions of a Social Learning Environment
Thomas Watson Lamey, *University of South Alabama*
Gayle V. Davidson-Shivers, *University of South Alabama*

Tobacco cessation programs are implementing group-based counseling that strengthens treatment intensity, practical training, and social support interaction (U.S. Department of Health and Human Services, 2008). Group-based counseling demonstrates a more efficient instructional method to positively influence the behavioral, environmental, and cognitive processes associated with smoking cessation (Roberts, Kerr, & Smith, 2013). This discussion offers conceptual content changes to group-based tobacco cessation programs via embedded simplifying conditions methodology in a social learning environment.

TED: A Beginning Elementary Teacher's Technology Integration Practice in a Technology-Rich School
Ya-Huei Lu, *Indiana University*
Anne Ottenbreit-Leftwich, *Indiana University*
Krista Glazewski, *Indiana University*

The purpose of the study is to portray a beginning elementary teacher's instructional practice when using technology in a technology-rich classroom during her first-year teaching. Through recognizing beginning teachers' practices and hearing their stories, we are able to get a better understanding of beginning teachers' development in a more holistic way. By doing so, we could provide teacher educators with insights into how to support and help beginning teachers reflect and improve their teaching during the initial years of teaching.

TED: A Study of an Autobiographical Inquiry to Support Teacher Candidates Professional Identity
Derya KICI, *University of Toronto*

This study aims to discover pre-service teachers' conceptualization of teaching through autobiographical inquiry. First, I designed a series of creative drama sessions in order to reveal pre-service teachers' thoughts, beliefs, and emotions about teaching profession. And then, these sessions were carried out with the participation of 18 teacher candidates. Qualitative and quantitative data analysis resulted in a significant difference between pre-service teachers' attitudes toward teaching profession before and after the drama sessions.

TED: A Teacher Professional Development Framework for Game-Based Learning ***William Watson***, *Purdue University*
Ali Alshammari, *Purdue University*
Secil Caskurlu, *Purdue University*
Belen Garcia, *Purdue University*

This article describes a pre-service and in-service teacher professional development framework for GBL. The framework focuses on addressing teacher beliefs regarding GBL, establishing a community of peers to support continued use of GBL, growing teacher gameplay and game design experience, and establishing problem-based learning (PBL) as an implementation framework.

TED: Creative Curriculum and Technology Integration in Child Development Centers ***Ashley Driver McArthur***, *University of West Florida* ***Holly Ellis***, *University of West Florida*

Discussions will explore how greater connections can be made between creative curricula and technology. The results of a study focused on creative curricula in child development centers will serve as the catalyst for a lively discussion on the marriage of technology and creative curricula. Attendees will leave with specific strategies for integrating technology into creative curricula; the benefits for using creative curricula to prepare students for a technology-reliant society will also be explored.

208. SICET - Assessment & Evaluation
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 10

Facilitator:
Fei Gao, *Bowling Green State University*

Design and Development of an Assessment Tool for Faculty Development in Blended Learning ***Juhong Christie Liu***, James Madison University; ***Andrea Adams***, James Madison University; ***Shenghua Zha***, James Madison University

This session will present a pilot study on the design and development of an assessment tool for a faculty development program in blended course design. The standards from Quality Matters Rubric were adopted as the constructs. Two paralleled sets of the 32 items as "important" vs. "included in my course" were responded as retrospective self-assessment. The Cronbach's Alpha demonstrated internal consistency. Interpretation of the items with open comments and future steps will be discussed.

209. SMT -Membership Meeting
1:00 pm to 2:00 pm
Conf Ctr - Westgate Locations

210. ST&C - Butterfly Wings Flapping: International Researchers Aiming at Change
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 8

Chair:
Eugene Kowch, *University of Calgary - Faculty of Ed*

Research to Change K-12 Learning: International Researcher Perspectives on Implementing Global Education, Culturally Sensitive Science and Motivational Math Gaming. ***Eugene Kowch***, University of Calgary - Faculty of Ed; ***Chun-Min (Arthur) Wang***, National Hsinchu U. of Ed.; ***Dorothea Vanessa Nelson***, Student at University of Calgary; ***Yu-Chang Hsu***, Boise State University

In the International Division, three issues are framing a research conversation aimed at changing education by (1) global education connecting pre service teachers with rural schools (2) implementing design based research for culturally sensitive STEM learning and (3) implementing motivational, game based learning software for STEAM meaningfully. These researchers from Taiwan, Canada and the USA will present, analyze and discuss with the audience factors constraining and enabling the impact of this research in our connected world.

These researchers will explore the change they hope to affect by their research. Along with a systems thinking and change researcher, they'll explore what, how and why their connections, contexts and institutions might change with the aims of their research. Is your research having high impact? Join us to explore why...

211. Special Session - Paralleling Women as President of AECT with Changes in the U.S. Laws and Social Norms (Hosted by the History and Archives Committee)
1:00 pm to 2:00 pm
Conf Ctr - Ballroom B

Paralleling Women as President of AECT with Changes in U.S. Laws and Social Norms ***Robert Doyle***, Harvard University; ***Barbara Lockee***, Virginia Tech; ***Ana Donaldson***, University of Northern Iowa - Retired; ***Kay Persichitte***, Univ of Wyoming; ***Heather Leary***, Brigham Young University - Idaho

Of the 88 presidents who have served AECT since 1923, only 17 were/are women. In the past 12 years, however, women have filled the position 50% of the time. In this session, we will discuss the U.S. laws and movements regarding women's rights that have changed since the founding of AECT. Several women

who have recently served as AECT president present their experiences in running the organization.

212. TED - Integrating Technology and Media Literacy in the Classroom
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 11

Educational Technology use Among K-12 Teachers: What technologies are available and what barriers are present? ***Gregory Francom***, Northern State University

Current information on what technologies are available in public K-12 classrooms, how teachers are using these technologies and barriers to technology use is vital for effectively preparing pre-service teachers. A survey was administered among public K-12 teachers in a rural North Midwestern state to gather information about these items. Data were also used to compare larger and smaller (more rural) school districts on the availability of technology tools, student-centered learning and barriers to technology use.

Investigating Teachers' Intentions to Integrate Digital Literacy in K-12 Classroom ***Ayesha Sadaf***; ***Barbara Loreen Johnson***, Ball State University

This presentation will describe a mixed methods study investigating in-service teachers' intentions to integrate digital literacy into their K-12 classrooms. The data were analyzed using the Theory of Planned Behavior. Findings will provide insights into in-service teachers' intentions to integrate digital literacy related to their behavioral beliefs, normative beliefs, and control beliefs. Implications for teacher educators who are preparing teachers to integrate digital literacy in K-12 classrooms will be discussed.

213. TED Panel: Making Makers: Preparing Teachers to Engage in the Maker Movement
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 12

Making Makers: Preparing Teachers to Engage in the Maker Movement ***T J Kopcha***, University of Georgia; ***Kristin Brynteson***, Northern Illinois University; ***Tonia A. Dousay***, University of Wyoming; ***Elizabeth Pitman***, University of Georgia; ***Gretchen Thomas***, University of Georgia

Join an exciting panel discussion about the ways new and exciting learning technologies are being used to prepare teachers for making and the maker movement. The panel will include brief descriptions of ongoing projects as well as opportunities to share and discuss activities that prepare teachers for student-centered approaches to learning.

214. AECT/VW - Design & Effect of Online Learning
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 7

Effects of Video Games on Math Achievement ***Sungwoong Lee***, Emporia State University; ***Kyunghwa Cho***, Florida State University

This study examines the effects of video games on math achievement using meta-analysis of literature regarding ambiguities.

Using Minecraft to Design & Development a Virtual Honors Program ***Bodi Anderson***, Indian River State

Massive Multi-User Virtual Environments (MMUVEs) within higher education for online classes and virtual campuses is well established. This study provides the rationale, benefits, limitations, and program implementation for creating a virtual honors program in Minecraft.

215. CLT - Instructional Design Practice
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 1

Instructional Designers, Culture, and ID Practices in International Non Governmental Organisations ***Lisa A. Giacumo***, Boise State University; ***Tutaleni I. I. Asino***, Oklahoma State University

Instructional models and frameworks exalt the importance of localizing learning and instruction. What is not clear, is how one develops skills to design for different cultures. Building on prior research, we explore how Instructional Designers (IDs) are prepared to work in international contexts or in development agencies. We develop and share a conceptual framework about the functional of practices with a group of IDs within diverse non-governmental organizations (NGO) and governmental development organizations.

Collaborative Consultation for Online and Blended Course Design: Integrating Information Literacy and Fair Use in Instructional Design ***Juhong Christie Liu***, James Madison University; ***Liz Thompson***, James Madison University; ***Howard Carrier***, James Madison University

This session will present the diverse aspects in a

community-based learning and consultation model for online and blended course design. Collaboratively, a panel of instructional designers and librarians have provided consultations in a multi-phase faculty development program. The customized approach to instructional design, integration of information literacy, and fair use in online teaching and learning will be presented. The audience will take away the setups of the program, and will interactively share insights.

216. CLT - Technologies and Training Practices that impact Cultural Competence and Diversity in Academia
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 4-5

Technologies and Training Practices that impact Cultural Competence and Diversity in Academia ***Joi Moore***, University of Missouri; ***Amy C Bradshaw***, University of Oklahoma; ***Camille Dickson-Deane***, University of Melbourne; ***Angela Benson***, The University of Alabama

Panelists will discuss how technology has been used to create synergies and understanding of culture and diversity within antagonistic environments on college campuses. Along with examples of positive practices and impacts, panelists will discuss how tools and their uses also have contributed to creating more division and misunderstandings regarding culture and diversity. Audience members will be able to discuss experiences related to the diversity and cultural issues occurring at universities throughout the United States.

217. Committee: History & Archives
2:15 pm to 3:15 pm
Conf Ctr - Board Rm

Chair:
Heather Leary, *Brigham Young University - Idaho*

218. D&D - Instructional Design Strategies
2:15 pm to 3:15 pm
Conf Ctr - Ballroom F

Bayesian Meta-analysis of Effects on Several Forms of Computer-based Scaffolding in Problem-based Learning ***Nam Ju Kim***, Utah State University

Computer-based scaffolding (CBS) has enhanced students' engagement and higher order thinking skills in ill-structured/authentic tasks from Problem-based learning. According to the learning purpose and students' needs, various forms of scaffolding (e.g. feedbacks, hints, expert-modeling, and questioning prompts) have been utilized. The purpose of this research is to conduct Bayesian Meta-analysis to demonstrate the effectiveness of each form of CBS. This can prove the more general and accurate effectiveness of CBS in terms of various forms.

Fading of Scaffolds in Argumentation during Ill-structured Problem-Solving Tasks ***Victor Law***, University of New Mexico; ***Andrew Tawfik***, Northern Illinois University; ***Xun Ge***, University of Oklahoma

In the current study, we examined the effects of question-prompts fading on ill-structured problem-solving tasks through the lens of argumentation. The results suggested that the quality of students' arguments differed in three facets of argumentation: initial, counterargument, and rebuttal. However, students who received faded scaffolds did not perform significantly different from the students who received persistent scaffolds. The results offer some implications for designing effective scaffolds and fading using question prompts.

Individualized instructional support in the collaborative project-based learning (PBL) ***Minkyoung Kim***, Indiana University; ***Eulho Jung***, Indiana University; ***Charles Morgan Reigeluth***, Indiana University

Collaborative project-based learning (PBL) is recognized as an effective approach. However, PBL assesses student learning with their final production, making it difficult to determine whether or not each individual has mastered the intended learning objectives. For optimal learning, providing just-in-time support for those facing a learning gap is critical. In this research, we explore what timing is best for initiating instruction for each kind of learning and which media should be used for each instructional situation.

219. D&D - The Rise of Entrepreneurship in Educational Technology
2:15 pm to 3:15 pm
Conf Ctr - Ballroom D

The Rise of Entrepreneurship in Educational Technology ***Ana-Paula Correia***, Iowa State Univeristy; ***Curtis J. Bonk,*** *Indiana University;* ***Catherine Fulford,*** *University of Hawaii at Manoa;* ***Lucy Santos Green,*** *Georgia Southern University;* ***Tera Lawson,*** *Iowa State University;* ***Aaron Thomas,*** *University of Florida;* ***David Wiley,*** *Brigham Young University*

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 experienced and emergent Ed Tech entrepreneurs as well as scholars to discuss the role and implementation of entrepreneurial initiatives in Educational Technology.

220. DDL - K12 Professional Development
2:15 pm to 3:15 pm
Conf Ctr - Pavilion 9

Re-visioning Online Professional Development ***Nancy Flanagan Knapp***, University of Georgia; ***Angela Chambliss***, University of Georgia

Presenters and participants will share and discuss qualities of current and optimal online professional development experiences. The conversation will be structured around a proposed framework and examples from a current online PD project that includes 1) multiple venues for interaction, 2) a structured online community of practice, 3) contextualized problem-based learning, and 4) truly personalized learning, enabling educators to create and enact locally-based strategies to enhance learning in their own schools and classrooms.

221. DDL - Motivation
2:15 pm to 3:15 pm
Conf Ctr - Pavilion 10

Cheerleading Persistence: Facilitating Adult Learners' Self-efficacy Through Sense of Community (SOC) in Blended Learning Programmes ***Ellen Van Twembeke***, University of Leuven (Belgium); ***Katie Goeman***, KU Leuven; ***Luc De Grez***, KU Leuven; ***Jan Elen***, CIP&T, KULeuven

Watching others overcome their difficulties by determined effort affects expectations of personal self-efficacy. Building upon the sense of community framework posed by Rovai and Bandura's vicarious experiences, this study proposes a discussion board intervention to improve adults' persistence in blended learning programmes. Peer interactions include coping strategies for obstacles along the path to degree completion. This study draws an initial outline of learning programme interventions to guide retention efforts of adult education scholars and practitioners.

Competencies for effective online instructors: A mixed method approach ***Florence Martin***, University of North Carolina Charlotte; ***Albert Dieter Ritzhaupt***, University of Florida; ***Kiran Budhrani***, University of North Carolina Charlotte

With the explosive growth in online education, we are in need of competencies for effective online teaching to plan support and professional development opportunities. In this study, we conduct an extant review of literature on effective online teaching practices and merge those results with themes from interviewing 10 award winning faculty members. The final product is a psychometrically sound survey that we develop and validate on a sample (N > 500) of online educators.

The role of motivational and affective factors in student learning in an online remedial mathematics course ***Seung Won Park***, Sungkyunkwan University; ***Moon-Heum Cho***, Sungkyunkwan University; ***Michele Heron***, Kent State University

The purpose of the study was to identify the motivational and affective factors significantly related to student engagement in an online remedial mathematics course in college settings. College students enrolled in remedial online mathematics courses completed a survey containing items that measured five motivation variables, three emotional experiences, and two indicators of engagement. Study findings indicated that motivational and emotional variables significantly predicted student engagement in learning in online remedial mathematics courses.

222. DDL - Tracking Student Practices
2:15 pm to 3:15 pm
Conf Ctr - Pavilion 11

Analysis of Time-on-Task, Behavior Experiences, and Performance in Two Online Courses with Authentic Learning Tasks ***SANGHOON PARK***, University of South Florida

This paper reports the findings of a comparative analysis of online learner behavioral interactions, time-on-task, attendance, and performance at different points throughout a semester (beginning, during, and end) based on two online courses: one course offering authentic discussion-based learning activities and the other course offering authentic design/development-based learning activities. Web log data were collected to determine the number of learner behavioral interactions with the learning management system (LMS), the number of behavioral interactions with peers, the time-on-task for weekly tasks, and the recorded attendance. Student performance on weekly tasks was also collected from the course data.

Examining the Effect of a Real-Time Student Dashboard on Student Behavior and Student Achievement ***Robert Bodily***, Brigham Young University; ***Charles R. Graham***, Brigham Young University; ***Tarah Kerr***, Brigham Young University; ***Benjamin Mackley***, Brigham Young University

We developed a real-time student dashboard built on an open analytics system. This dashboard provides content recommendations to help students fill their knowledge gaps and metacognitive skill recommendations to help students improve their metacognitive skills. This design-based research project reports on the effect of this dashboard on student behavior and student achievement. We will report on our pilot test and the results from the experiment following our pilot study.

223. ELT - Going Online
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 2-3

Creating self-determined learners: Our story of using VoiceThread to help students solve ill structured problems ***Sheri Anderson Conklin***, UNC Wilmington; ***Jesus Trespalacios***, Boise State University; ***Patrick Lowenthal***, Boise State University

Students today need to learn how to be self-determined learners to excel in the 21st century. One way to help students take control of their own learning is by helping them become adept problem solvers and critical thinkers. This session will report on the results of a mixed methods exploratory study that investigated students' perceptions using text-based and VoiceThread discussion forums in a fully online course. Implications for integrating heutagogy principles will also be discussed.

The Lived Experiences of Faculties and Students with the Instructional Use of Facebook: A Multi Case Phenomenological Study ***Zafer Kadirhan***, Middle East Technical University - Ankara, Turkey; ***Soner YILDIRIM***, Middle East Technical University

The primary purpose of this study is to examine and understand the essence and meaning of the lived experiences of faculties and students with the instructional use of Facebook. Secondly, influences of these lived experiences on the teaching practices of the faculties and learning of the students will be examined. Furthermore, practical solutions and strategies for designing and developing pedagogically adequate Facebook environments will be explored.

224. ELT - Mobil Technology and 3D CAVE Experience
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 6

A Fantastic Journey: Creating an Immersive 3D CAVE Experience for Middle School Science ***Alan Buss***, University of Wyoming; ***Leah Ritz***, The Science Zone; ***Kyle Summerfield***, University of Wyoming

Following the work of Ritz & Buss (in-press) outlining a framework for designing immersive 3D CAVE learning experiences, a set of three interactive simulations was developed to help students more deeply understand the scientific concept of density by virtually shrinking them to the molecular scale. The instructional design process, involving content research, virtual model refinement, and consideration of pedagogical strategies, computational needs and constraints, and user experience, will be presented.

Exploring the Use of Mobile Technologies in Higher Education: A Multi-Year Study ***Baiyun Chen***, University of Central Florida; ***Aimee deNoyelles***, University of Central Florida

Mobile technologies are becoming more integrated into higher education. In this session, results of a longitudinal university-wide survey will be shared concerning students' and instructors' practices and perceptions of mobile technologies. Comparison of the survey results between 2012, 2014 and 2016 will show changes in beliefs and applications of these technologies. The findings may guide students and instructors to adopt more effective learning and teaching practices across content areas.

225. GSA -Reference Management in the Digital Age
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 14

Presenters:
Tonia A. Dousay, *University of Wyoming*
Jonlee S. Anderle, *University of Wyoming*

How do you manage your references in your academic writing? If you still print and copy and file everything or even if you just use Microsoft Word to manage your sources, this is a "can't miss" session. You will learn about best practices in managing your sources and ideas for making academic writing much more manageable.

226. INTL - Searching for Instructional Technology Faculty Jobs: Strategies and Lesson for the International Students
2:15 pm to 3:15 pm
Conf Ctr - Pavilion 3

Searching for Instructional Technology Faculty Jobs: Strategies and Lesson for the International Student ***Danilo M. Baylen***, University of West Georgia; ***Enilda Romero-Hall***, University of Tampa; ***Szu-Yueh Justine Chien***, University of Wisconsin-Extension; ***Briju Thankachan***, Ohio University

This proposed panel session brings together instructional technology faculty members 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.

227. KSET - Leaner's Self-Efficacy and Academic Ethics in Higher Education
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 9

An investigation of secondary pre-service music teachers' music pedagogical content knowledge(PCK) and teaching efficacy: The case study of the graduate school of major in music education in South Korea. ***Eunjin Kim***, KOREA University; ***Byungro Lim***, Korean Society for Educational Technology

This study investigated the change in the pedagogical content knowledge of music and teaching efficacy of pre-service teachers, after the class of Music Curriculum material Analysis and Instruction >, major course of music in the graduate school of education. This class was prepared for pre-service teachers to have active learning activities through the class preparation process and demonstrative class of the middle school curriculum in the learning environment they could have teaching experience.

The effects of University Students' Self-Leadership, Teacher Social Support on Academic Self-Efficacy ***Joo Kyung Han***, Ewha Womans University; ***jeeyun park***, EWHA Womans University; ***Jaesam Chung***, Ewha Womans University

This paper conducted survey to analyze the effect of self-leadership as university students, and teacher social support to academic self-efficacy. There is a correlationship among self-leadership, teacher social support and academic self-efficacy. According to multiple regression analysis, self-leadership and teacher social support expect academic self-efficacy and teacher social support is more powerful variable which expects academic self-efficacy.

228. OTP - Performance Support in Workplace Training
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 13

An investigation into the effect of job aid design on cognitive load and performance ***Emma Agola***, Old Dominion University; ***Jill Stefaniak***, Old Dominion University

This study compared the use of interactive decision guides to traditional process flowcharts. Participants took part in a simulation exercise in which they were required to use a traditional process flowchart or an interactive decision guide to diagnose the performance problem. Results revealed the interactive decision guides less cognitively demanding than the traditional process flowcharts and participants' attitudes towards the interactive decision guides were more positive than the traditional process flowcharts.

Feedback Effects on Employee Performance ***Serdar Abaci***, Indiana University; ***Chris Geary***, Indiana University; ***Barbara Bichelmeyer***, UMKC

Feedback as a key element for human performance, is one of the most cost effective interventions to improve human performance. However, it is also one of the most under-valued tool in organizations, appearing in the form of performance-appraisal and hardly being acted upon by employees. In this session, presenters will report on a research study, which examines the relationship between supervisor feedback, employee goal and feedback orientations, and employee performance.

229. Posters Session 2
2:15 pm to 3:15 pm
Conf Ctr - Ballroom C

Participants

CLT: The rich get richer: A dynamic network analysis of preferential attachment in online asynchronous discussion ***Zhichun Liu***, *Florida State University*

This study employed social network analysis approach to identify the interaction between online discourse network and the social network among participants in an online course based on asynchronous discussion. The results suggested that students were more likely to reply to the people they have already replied to, and the students with more replies previously were tend to get more replies in the future.Meanwhile, the closer two students are, the more likely they will interact.

D&D: A Study on the Direction of Software Education for Creativity from the Teacher's Perspective
Seungki Shin, *The University of Georgia*

The ultimate goal of software education is to develop the creativity and problem-solving abilities of our children in order to prepare them for 21st-century society. If the teachers who plan to design and prepare software education want to teach well-organized software education classes, this study would align with software education from the creative teaching methods perspective. And, the actual instructional methods are suggested to help teachers through analysis of prior articles concerning creativity research.

D&D: Faculty Perception of Instructional Role *Ilona Marie Hajdu*, *Indiana University*

This qualitative, exploratory study will examine which tasks and functional responsibilities for instructional course design faculty perceive to be an integral part of their professional practice. It is hoped that the results of this study will serve to inform faculty about their instructional design practice, identify opportunities for faculty professional development, and inform key decision-makers in higher education about instructional roles that faculty consider as essential aspects of their professional identity.

D&D: Online Departmental Advising Area: Lessons Learned *Candice Biswell*, *Western Illinois University*
Leaunda Hemphill, *Western Illinois University*
Hoyet Hemphill, *Western Illinois University*

Using the ADDIE instructional design model, an online graduate advising area was developed to provide support and resources to students at a distance. The area was developed to encourage frequent interaction between the graduate students and the graduate advisor, and to encourage a community of learners among the students. Results of the project, site revisions, lessons learned, and suggested guidelines for creating online advising areas will be discussed.

D&D: The Effect of Virtual Hand Movement in Science Simulation: The Transient and Human Movement Effect in Multimedia *Jewoong Moon*, *Florida State University*

This paper introduces the ongoing project to find out the effect of virtual hands in virtual simulations on learners' cognitive load level and knowledge comprehension. Learning from virtual simulations is still an arguable issue because it cause cognitive overload. While transient animation increases cognitive load, embodied movement may reduce it. In this study, the contradictory views about embodiment and virtual simulations on cognitive load will be addressed along with multimedia design issues.

D&D: The Story of Instructional Design Told from the Practitioner's Perspective *Karen Kaminski*, *Colorado State University*

Graduate Adult Education and Training students in Introduction to Instructional Design share their experience using a reflective process to design and develop a learning event. Students created their own visual depiction of the process and shared their narrative. During this session I share their stories gained through their visual and narration. I conclude with a synthesis, based on perspective gained through open-ended conversation, of the importance of including this assignment in an entry-level ID class.

D&D: The Narrative Imperative: A proof statement on the validity of implementing a Narrative-Based Curriculum in Schools *Robert F Kenny*, *Florida Gulf Coast University*
Glenda A. Gunter, *University of Central Florida*

Standardized testing, implementation of common core (CCSS), and other like interventions have set up an environment that misses opportunities to motivate students and as a result may be setting both the teachers and the schools systems for failure. The presenters believe that this can be overcome by implementing a story-based curriculum that will help teachers teach to their student's strengths and allow them to remediate their weaknesses. Specific strategies and proof statements will be provided.

D&D: The University Learning Store: A Combination of Competencies, Open Educational Resources, Authentic Assessments, and Micro-Credentials
Ryan Anderson, *University of Wisconsin - Extension*
Terry Tao, *University of Wisconsin - Extension CEOEL*

Learn how the University of Wisconsin-Extension created an instructional design model that allows students to launch or advance their careers by achieving micro-credentials. Students achieve these micro-credentials by demonstrating mastery of competencies through the completion of corresponding authentic assessments. Open educational resources are curated and available for students to access in a self-paced manner as they prepare for the authentic assessments.

D&D: Thinking about thinking: How to develop metacognitive skills in corporation training ***Daphne ChingYu Tseng***, *University of North Texas*
Yun Lauren Liu, *University of North Texas*

To adapt the fast-paced dynamic business environment, it is crucial for corporation to create enterprise competitiveness by offering training that develops employees' metacognitive skills. Employees who demonstrate a wide variety of metacognitive skills perform more effectively and efficiently to complete work tasks. Presenters will introduce and share experience on how to develop employees' metacognitive skills via Digital Worker training program. The full implications of the three metacognitive knowledge categories will be explained with varied examples.

230. Presidential: Designing for Human Learning in the Anthropocene [2 hr]
2:15 pm to 4:30 pm
Conf Ctr - Ballroom A

Designing for Human Learning in the Anthropocene ***Jan Visser***, Learning Development Institute; ***Elizabeth Boling***, Indiana University; ***Ron Burnett***, Emily Carr University of Art and Design; ***Carlo Fabricatore***, University of Huddersfield; ***Brad Hokanson***, University of Minnesota; ***Jonathan M Spector***, Department of Learning Technologies; ***Yusra Laila Visser***, Illinois State University; ***Alfonso Montuori***, California Institute of Integral Studies; ***Lene Rachel Andersen***, Next Scandinavia

Panel Session will call for critical reflection on what is really relevant when it comes to 'Designing for Human Learning in the Anthropocene.' A growing body of scientific literature exists suggesting that it is time to stop doing 'business as usual.' We are becoming painfully aware that there is something wrong in the relationship between humans and their planetary environment. The complex nature of the problems we have to deal with calls for a different kind of thinking and thus also for a different vision of what it means to learn. This, in turn, has implications for how we conceive of 'design for learning.'

231. RTD - Online Instruction: Electronic Diaries and Conversational Language
2:15 pm to 3:15 pm
Conf Ctr - Ballroom E

Personalization: The Effects of Conversational Language in Text-Based Online Instruction ***Jessica Resig***, The Pennsylvania State University; ***Ginger S Watson***, Old Dominion University

Providing social cues in text-based instruction through the use of personalized language has the potential to increase deep learning and knowledge transfer. This study extends current personalization research by evaluating the effects of two types of informal language on undergraduate students' learning outcomes and attitudes towards a web-based unit on fair use. Findings suggest that modest amounts of personalization can elicit learning gains, though benefits must be weighed against the risks of extraneous detail.

Using Electronic Diaries for Data Collection: An Online Learning Case Study ***Vanessa Dennen***, Florida State University

This study examined the effectiveness of electronic diaries to collect leaner data in an online learning context. Learners were asked to complete two one-week diaries with daily entry prompts, self-reporting their online behavior and the reasons behind it. Diaries were triangulated with log data from both the learning management system and diary system. Findings indicate that learners kept accurate records, although some preferred to keep off-line records and enter them online at a later time.

232. Roundtables Session 2
2:15 pm to 3:15 pm
Conf Ctr - Ballroom C

Participants

CLT: Blended Learning in the Secondary Classroom ***Brouke Reynolds***, *North Little Rock School District*

Blended Learning is a staple in the college environment. Students work at their own time and pace in a digital environment which leads to more time for discussion and explanation when students meet the instructor face to face. The question is would blended learning work in a secondary setting and what would the students benefit from a hybrid model of instruction? Which leads into the tangent discussion, how to prepare teachers and students to function in this type of learning environment

CLT: Community Conversations on Race: A Mixed Method Approach to Promote Improved Race Relations Through Film and Dialogue ***Joe'l Lewis Billingsley***, *University of South Alabama*
Brandon James Moss, *University of South Alabama*

Mobile in Black and White, a multi-faceted

documentary film project takes a hard look at the ways racism continues to pervade the structures and institutions of a supposedly post-racial world. A mixed method approach was utilized to gain insight to racialized life experiences through video segments, a community survey and focus groups. Overall, the data suggests that video is a great tool to start conversations to move toward a community agenda.

CLT: The Technological Prowess of Today's Students: Video Games, Online Learning Activities, and Learning Style Preferences ***Boaventura DaCosta***, *Solers Research Group*
Soonhwa Seok, *Korea University*

In this presentation, a study is discussed that compared the online learning activities and learning style preferences of video game players and nonplayers. A total of 1,258 students at seven postsecondary institutions participated by responding to a 54-item digital propensity index. Findings revealed that players were characteristic of the traditional gamer and used information and communication technology more frequently than nonplayers. However, it was the nonplayers that favored the online learning styles.

CLT: Using Backward and Depth-first Approaches to Analyzing, Diagramming, and Understanding Complex Arguments ***Allan Jeong***, *Florida State University*
Hae Young Kim, *Florida State University*
Hyoung Seok Shin, *Florida State University*

Research on the efficacy of using visualization and diagramming tools to improve students' ability to critically analyze arguments have been mixed. One reason for the mixed findings is that little is known about the specific processes students use when constructing argument diagrams. This study examined students' use of two processes - forward vs. backward and depth vs. breadth first approach – when mapping out relationships between conclusions and premises in diagrams and the relationship between process and student understanding.

D&D: A Community-Engaged, Ecological Approach to Instructional Design ***Jennifer Banas***, *Northeastern Illinois University*

Might educational technologists, instructional designers, and their target audiences benefit from adopting community-engaged, ecological approaches in their research, design, and development practices? In the public health sciences, this approach is gaining attention as a better way to understand behavior and design appropriately matched interventions. This presentation explains what a community-engaged, ecological approach looks like and describes how a public health program-planning framework, that adopts this approach, is being used to address an instructional design problem.

D&D: A Review of Instructional Innovation in Physical Therapy and Related Healthcare Education Programs ***Jacque Bradford***, *University of Memphis*
Trey Martindale, *University of Memphis*
Shannon Hughes, *University of Tennessee Health Sciences Center*
Carol Likens, *University of Tennessee Health Sciences Center*

Like most areas of education, physical therapist education (PTE) programs are evolving to integrate more technology use in the curriculum. Yet this change has been unevenly distributed, and some physical therapist educators resist adopting technology in the classroom. We will present our review of literature on technology integration in PTE and related healthcare education programs. We will highlight some particularly innovative programs, and share our conclusions on how PTE should be evolving based on the changing healthcare environment.

D&D: A Study on Learners' Virtual Attention and Learning Effects in an Instructional Setting Featuring a Virtual Character with Body Gestures
Xinhao Xu, *Florida State University*
Jeeheon Ryu, *College of Education, Chonnam National University Gwangju, South Korea*
Fengfeng Ke, *Florida State University*

With the help of new human-computer interactive technologies, a learner may use his/her body movements to control and interact with learning materials in a computer-mediated virtual setting. Sometimes we want to know when a learner moves the body to interact with the learning materials, how he/she is paying attention to the learning materials as well as the virtual character in the learning environment and the learning effects. This study will address these issues.

D&D: Competency Based Education and Instructional Design – A Collaborative Effort for Effectiveness and Efficiency ***Keya Mukherjee***, *Saint Leo University*
Fern Aefsky, *Saint Leo University*

Presenters will discuss an Academic Program Review project undertaken to increase program effectiveness, improve learner experiences, and improve instructional design skills for future ID professionals based on competency based education. The case study approach utilized the instructional design process to move to an Instructional Systems Approach for program redesign. Implementation of the IBSTPI, AECT, and Teacher Leader standards provided for strong degree of flexibility to ensure attainment of essential instructional design knowledge and the skills. (75 words)

D&D: PALM: a Model to Promote Effective, Active Learning ***Bruce Harris***, *Dixie State University*
Anthony A. Pina, *Sullivan University System*

The Personalized Active Learning Model (PALM) was developed to help faculty members develop and deliver instruction to ensure learners are effectively and actively engaged in the learning process. This presentation will describe the PALM model and provide examples of how it could be used in a course.

D&D: The Ultimate Higher Education Start-up: Building Education / Outreach / Diversity for an NSF Engineering Research Center ***Wilhelmina Savenye***, *Arizona State University*
Jean Larson, *Arizona State University*
Claudia Zapata, *Arizona State University*
Edward Kavazanjian, *Arizona State University*
Kristin Elwood, *Arizona State University*
Anna Reed, *Arizona State University*
Martha Mitchell, *New Mexico State University*
Susan Brown, *New Mexico State University & CBBG*
Colleen Bronner, *UC-Davis & CBBG*
Delia Saenz, *Arizona State University*
Wendy Newsletter, *Georgia Institute of Technology*
Felicia Benton-Johnson, *Georgia Institute of Technology*
Medha Dalal, *Arizona State University*
Mike Gomez, *UC Davis*
Nicole Delgado, *New Mexico State University*

The Center for Bio-mediated and Bio-inspired Geotechnics, is taking off, as is this new field of biogeotechnics! Our team of educators, engineers and students is developing a full suite of education, outreach and diversity goals, strategies, and activities to span K12 to university students to engineers. In this interactive session, we will present our design, development and evaluation results from our first year, along with "lessons learned" for this NSF-funded, multi-university, highly interdisciplinary center.

D&D: Using Cacoo to stimulate reflective conversations with external representations ***John Baaki***, *Old Dominion University*
Tian Luo, *Old Dominion University*

When students think on their feet and learn by doing, students can not only critically think by doing but can critically think about doing something while doing it. Cacoo, an online diagramming and mapping tool, provides an authentic learning environment where students, in groups or alone, can visualize, reflect-in-action, ideate, and experience the iterative process of problem-solving. We share how we have used Cacoo in graduate classrooms to stimulate reflective conversations with external representations.

DDL: Comparing Students' Perceptions of Online Instructor Roles and Competencies according to the Academic Disciplines ***Jieun Lim***, *Purdue University*

Although many previous researchers have investigated online instructor roles and competencies, most of them have assumed the generalizability of online instructor roles and competencies without considering potential disciplinary differences. Using a mixed method research design, this research will examine the differences in students' perceptions of online instructor roles and competencies according to the academic disciplines.

DDL: Developing an Online Instructor Certification ***Rebecca M. Reese***, *Laramie County Community College*

This round table discussion will focus on the development of a training certification for faculty at Laramie County Community College to become certified as any online instructor. The certification would provide instruction on best practices for design and development of online instruction, including pedagogical differences, identification of educational technologies, and learner engagement.

DDL: Examining Reliability and Validity of Social Presence Subscale of Community of Inquiry Instrument ***Secil Caskurlu***, *Purdue University*
Jennifer Richardson, *Purdue University*

This session discusses the reliability and validity of the social presence subscale of Community of Inquiry instrument. An EFA and CFA were performed to investigate whether its measurement items adequately represent the three-factor construct of social presence as intended by the Community of Inquiry framework

(Garrison, Anderson & Archer's, 2000).

DDL: Student perceptions regarding the effectiveness of techniques used to foster online program community ***Craig Shepherd***, *University of Wyoming*
Doris U Bolliger, *University of Wyoming*

Although factors that influence course community in online programs have received much attention during the past decade, those that extend community beyond course boundaries are rarely considered—despite being an integral part of traditional university settings. This session will summarize various approaches used to extend program community in online graduate settings, present student perceptions regarding these approaches, and facilitate conversations regarding techniques used to promote program/university community and their effects on student feelings of inclusion.

ELT: Building an Intelligent Tutoring System to Assess Learner Performance ***Yvonne Earnshaw***, *University of North Texas*

An Intelligent Tutoring System (ITS) acts much like a human tutor does, providing feedback when a learner enters an incorrect answer and making hints available for the learner to access when the learner needs assistance. The flexibility of the ITS is what makes it unique and differentiates it from other types of tutoring systems, such as computer-based training or computer-aided instruction. The data collected from the ITS is also beneficial for assessing learner performance.

ELT: Effective instructional strategies implemented by preservice teachers teaching diverse students ***Amani Zaier***, *Texas Tech University*
Ismahan Arslan-Ari, *University of South Carolina*
Fethi A. Inan, *Texas Tech University*
Selin Deniz Uzunosmanoglu, *Texas Tech University*
Faith Maina, *Texas Tech University*

This study will first report on effective teaching strategies implemented by teacher candidates, second evaluate the degree of effectiveness in matching teaching strategies with diverse students' specific needs. Third, evaluate preservice teachers' self-reflection of effective and effective practices teaching diverse students.

ELT: MOOCs, Student Participation and Achievement ***Eunsung Park***, *The Pennsylvania State University*
Chungil Chae, *The Pennsylvania State University*
Fernanda Bonafini, *The Pennsylvania State University*

This paper examined how learner's self-efficacy and student's participation in a MOOCs affect their achievement, and its moderation. More specifically, investigation of the relationship between learning achievement and the participation through the video and forum posting was conducted to reveal the degree to which participation can be the basis for predicting learner's completion of the course and receiving a certificate. Findings support our hypotheses: Intention to certification and participation behaviors are important factors that predict student's achievement, and success in the course.

ELT: The changing way that students create in the classroom, AppShed anyone? ***Donell C. Murray***, *Morehead State University*

This roundtable session will involve all participants in the participation in an app I created from AppShed. This app for Blackboard, the learning management system, will show how to create an app from the very beginning. This app was created to show high school seniors how to navigate around Blackboard. I will show how to start an app of your choice by teaching the easy steps to having your own app.

ELT: VRFT Grand Canyon: Virtual Reality Field Trips for Exploration and Engagement in the Geosciences ***Matthew Boyer***, *Clemson University*

In this session, we demonstrate the use of virtual reality tools to create opportunities for learning of STEM concepts, with geosciences being the particular area highlighted in our project. Given the lack of resources to provide physical field experiences to all students, we have developed a simulated game-based environment for learning that supports classroom instruction with situated virtual contexts for learning. We will share our reflections on the affordances and constraints of the virtual reality environment for learning. In addition, we will present our initial technologies and curriculum to support its use during our session.

ICEM: 21st Century Skills Level of Teacher Candidates ***Irfan SURAL***, *Faculty of Education*

This presentation intends to help the audience get an insight about (1) the current status of the teacher candidates in a typical faculty of education in Turkey about possessing the 21st Century Skills, and (2) to what extent the faculty of educations are helping the teachers candidates acquire these skills. This presentation might be beneficial for those researchers and practitioners interested in training teachers on 21st Century Skills.

ICEM: College Students' Perceptions on Educational Impact of World of Warcraft ***Nariman Ali Alawami***, *University of Northern Colorado*
Heng-Yu Ku, *University of Northern Colorado*

The purpose of the study was to explore college students' experiences with playing World of Warcraft (WoW) and their views on the application of WoW in educational settings. Findings revealed that players thought that playing WoW was fun, relaxing, motivating, but sometimes almost to the point of being addictive. The findings also support student perception of teamwork, cooperating, socialization, and development of academic skills in playing WoW to academic settings.

ICEM: Hidden Side of the Open and Distance Learning: Staff Development ***Ilker Usta***, *Anadolu University*
Cengiz Hakan AYDIN, *Anadolu University*

This paper intended to reveal the results of an evaluation study conducted to explore the administrative staff's perceptions of and satisfaction from an online training and performance support initiative of a large-scale open and distance learning provider. The presentation will also provide an insight about the roles and responsibilities of the administrative staff in this kind of an institution. We strongly believe in that this paper will attract the attention of those who are interested in online staff and faculty development and those who are interested in offering Massive Open Online Courses (MOOCs).

RTD: Barriers to Computer Science Education in Rural Schools ***Charles Hodges***, *Georgia Southern University*
Rachel S. Harris, *Georgia Southern University*

This presentation will examine perceived barriers to computer science education in rural schools from the perspectives of education stakeholders, researchers, and policy makers. Current literature will provide supporting information to disparities in rural computer science education and an analysis of interviews with teachers, principals, curriculum directors, and parent representatives from participating schools will be provided. This insight can be used to inform and improve policy and practices to improve rural education.

RTD: Enhancing understanding of participants' thinking about technology using Personal Construct Theory ***Terri L. Kurz***, *Arizona State University, Polytechnic*
Robert C. Kleinsasser, *Arizona State University*
Ivana Batarelo Kokic, *University of Split, Croatia*

Personal Construct Theory (PCT) is often used in psychology to enlighten psychologists/researchers understanding of people's thinking. One benefit of PCT is that element descriptions and their constructs are created by the participants, not researchers, creating participant-driven data. This methodology can be successfully used to showcase how participants view technology and its features. Examples will be provided demonstrating how PCT was used in technology-related research, including examples relating to free online measurement and geometry tools.

RTD: Self-Regulation and Smartphone Addiction: A study on Taiwanese College Students ***Yang-Hsueh Chen***, *National University of Tainan, Taiwan*

Studies have been examining psychological factors or personal traits influential to individuals' smartphone addiction; however, "self-regulation" and "self-regulated learning" have been neglected as a predictor variable of smartphone addiction. This study explores the interrelationship between Taiwanese college students' self-regulation readiness and smartphone addiction. Results of this study should broaden our knowledge base regarding the antecedents of the smartphone addiction problem, based on which more holistic and granulated instructional or prevention strategies can be generated.

233. SICET - Inquiry-based Learning & Learning Experience
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 10

A Case Study of Fostering Microblogging-Based Professional Learning ***Fei Gao***, Bowling Green State University

The proposed study examines an instructional activity designed to help learners in an undergraduate online course get immersed in the Twitter professional community by subscribing and reading tweets from top twitter accounts created by professionals. The findings suggest that students believed that the activity broadened their knowledge on the topic of project management, helped them see the connections between coursework and real work, and empowered them with a new tool for learning and inquiry.

Emerging Technologies for College Students' Inquiry-based Learning ***Ye Chen***, Syracuse University IDDE;

Jing Lei, Syracuse University; ***Tianxiao Yang***, IDD&E department, Syracuse University

This is the second one of a group of five papers from the same research team. Following a media framework suggested by Bruce and Levin (1997) and Dewey's (1943) four natural impulses of learning, the first paper introduces the overall theory and research context, and the other four each focuses on using technology for inquiry, communication, construction, and expression in college students' learning. Data were collected from three technology integration courses over the last five years.

Technology for Inquiry, Expression, Construction, & Communication in College Student's Learning in the 21st Century ***Jing Lei***, Syracuse University

This is the first of a group of five papers from the same research team. Following a media framework suggested by Bruce and Levin (1997) and Dewey's (1943) four natural impulses of learning, the first paper introduces the overall theory and research context, and the other four each focuses on using technology for inquiry, communication, construction, and expression in college students' learning. Data were collected from three technology integration courses over the last five years.

234. SMT - From Access to Creative Applications: Issues of Technology Integration in K-12 Settings
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 11

Technology Integration Strategies for Teachers Faced With Limited Access to Technology ***Jennifer T. Townes***, The University of Memphis; ***Carmen Weaver***, University of Memphis

We will explore technology integration strategies for teachers faced with limited access to technology. How can teachers put technology in the learners' hands with only a shared computer lab, laptop cart, 5 or fewer classroom devices, or limited Internet access? We study the impact of professional development in order to address this specific barrier when integrating technology with a focus on student use of technology. This presentation represents the findings of the case study.

Instructional Technologist in K-12 Settings ***lin zhong***, The University of Southern Mississippi; ***Shuyan Wang***, University of Southern Miss

This study investigated the practices of instructional technologist in K-12 settings to find out the roles instructional technologists played in technology integration and strategies instructional technologists used to meet with these challenges. Results show that instructional technologist serve as the technology leader and coach, digital resources filter, and co-teacher on K-12 campus. Findings of this study indicate the challenge of technology integration in K-12 settings include inadequate administrative support, insufficient devices, and inactive teachers' involvement.

235. ST&C - For the First Time in Forever: Changing Paradigms
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 8

Chair:
Eugene Kowch, *University of Calgary - Faculty of Ed*

An Examination of the Effectiveness of Web-Based Instruction for Nontraditional Learners ***Deborah M. Taylor***, University of Memphis

This study examines the effectiveness of web-based instruction (WBI) for nontraditional learners in academic libraries. Worldwide nontraditional learners are a growing student population in colleges and universities. Subsequently, while traditional learners are known to have greater access to library services and resources, nontraditional learners are often underrepresent or overlooked. This study will delve into the systemic change of emerging technologies like WBI and examine evaluation and assessment of its effectiveness to nontraditional learners.

Coding in K-8 ***Peter Rich***, Brigham Young University; ***Emily Yoshikawa***, Brigham Young University; ***Olga Belikov***, Brigham Young University; ***McKay Perkins***, Brigham Young University

Computing is the competency that will be required of 21st-century learners. Increasingly, computing education is becoming compulsory in governments around the world, even in the earliest grades. This study reports on the practices of hundreds of computing teachers, highlighting their approaches to teaching computing, resources utilized, and challenges faced in implementing this new subject in schools.

Personalized Learning in a Homeschool Setting: A Scaled-Down "New Paradigm" Education ***Elizabeth Brott Beese***, Purdue University; ***Sunnie Watson***, Purdue University

"Personalized" learning is a key tenet of "New

Paradigm" learning systems. But what does a consistently personalized K-12 education look like? How is such an education planned and managed? Where can we study successful cases of such educations? This session will present the study of a unique homeschool case: a consistently personalized K-12 learning environment, tailored by the parent to student interests and needs, through the use of various tools, technologies, and approaches over time.

236. Special Session - Women's Voices in the Field of Educational Technology
2:15 pm to 3:15 pm
Conf Ctr - Ballroom B

Women's Voices in the Field of Educational Technology ***Peg Ertmer***, Purdue University; ***Linda L. Campion***, East Carolina University; ***Patricia Smith Ragan***; ***Kay Persichitte***, Univ of Wyoming; ***Ellen Wagner***, Hobsons - Vice President of Research; ***Ana Donaldson***, University of Northern Iowa - Retired

This panel is about the women who have found their voices. A Springer edited book has been published, telling the stories of women's journeys, historical perspectives, and the importance of mentoring. The idea for an edited book was birthed from a panel at AECT 2015: Walking in Their Footsteps (or High Heels): AECT Women Discuss the Influence of the Women who Paved the Way. An amazing group of individuals, women and men, collaborated together, to create this latest legacy as a resource for all of our members.

237. TED -Membership Meeting
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 12

238. AECT/VW - Social Media Counseling & Support
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 7

Case Study of Reflex Sympathetic Dystrophy Support Groups Using Online Social Media ***Heather Rae Gilmore***, Walden University

Although social media often supports health-related issues, it also has considerable potential for health promotion and education. Finding information virtually can potentially improve communication, treatment plans, information-sharing, and further understanding between individuals with a chronic illness and their healthcare provider. This case study explores the perceptions and experiences of participants in an open social support group.

Limitations of self-report measures in cyberbullying research ***Onur Donmez***, Ege University; ***Yavuz Akbulut***, Anadolu University

This study aimed to investigate the effect of different scale administration patterns on participants' responses regarding cyberbullying. The probability of the social desirability response bias was also addressed. In each phase of the study, preservice teachers were provided with different self-report patterns (e.g., bonus vs. no bonus; anonymous vs. non-anonymous responding; one-shot vs. time-series; Likert vs. range slider). Advantages of each technique along with the potential threat of social desirability in cyberbullying research were discussed.

239. CLT - Technology, Motivation and Creativity
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 1

Greater Competence and Autonomy in Learning through Additional Technology in an Informal Setting: A Qualitative Study of an Open-Learning Environment ***Abbas Johari***, Cameron University; ***William Carney***, Cameron University; ***William D. Johnson***, Cameron University

The purpose of this research was to measure the degree in which elements of attribution, self-efficacy, and self-determination (modern motivational) theories help students have more confidence and autonomy in take-home assignments. A qualitative approach was selected to aid in the conceptualization of motivation in relation to all properties of three modern motivational theories (attribution, self-efficacy and self-determination.) Grounded theory was used to analyze the data. We found that a planned open-learning environment enriched with technology provides intrinsic and extrinsic motivation that (a) fosters cooperation and peer modeling, and (b) helps learners to make better judgments of their abilities to act and come up with their own learning strategies to fit their innate needs.

Collaborative Music Classroom with Mobile Apps ***Donggil Song***, Sam Houston State University; ***Paul Kim***, Stanford University

Children can develop their creativity through appropriate music instruction and guidance. However, there are many schools in underserved areas that have not enough competent music teachers, infrastructure, and strong music programs/curriculum. This study shows that the mobile app-based music workshops with collaborative improvisation activities. The workshop has a potential for improving children's

musical creativity and fostering their musical skills, which fits to a school with a limited music instrument resources.

240. CLT - Testing Your Research Idea 1
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 4-5

Testing Your Research Idea - Panel 1 ***Akesha Horton***, Michigan State University; ***Tutaleni I. I. Asino***, Oklahoma State University; ***Denise Tolbert***, National University; ***Roberto Joseph***, Hofstra University; ***Erica Bass-Flimmons***, Georgia State 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.

Co-sponsored with GSA.

241. D&D - Instructional Design and Other Fields
3:30 pm to 4:30 pm
Conf Ctr - Ballroom E

Software engineering principles in instructional design: What can we learn from our sister discipline? ***Nor Hafizah Adnan***, University of Florida; ***Albert Dieter Ritzhaupt***, University of Florida

The field of software engineering and instructional design share many things in common, including several design principles that have not been fully realized in our instructional products. The purpose of this conceptual presentation is to highlight design principles from the field of software engineering and demonstrate how those principles can use utilized within instructional design. Specifically, we will discuss the use of abstraction, modularity, reusability, compatibility, extensibility, scalability, and maintainability.

Surviving and Thriving Digital Disruption: Insights for Instructional Design from the Publishing Industry ***Jason McDonald***

If we are not careful, the pressures we face as instructional designers can lead us to abandon our pursuit of high-quality instruction in exchange for habitual routines that become ends in themselves. In this presentation I address principles designers can learn from other fields about how to overcome these pressures. First, cultivating design empathy. Second, following all sources of inspiration. And third, expanding our design space to be as wide as possible..

242. D&D - Instructional Designers' Roles and Competencies
3:30 pm to 4:30 pm
Conf Ctr - Ballroom F

Herding the Cats: Applying the TAPPA Process to Instructional Design Challenges of Multiple Stakeholders ***Rob Moore***, North Carolina State University

In a multiple stakeholder environment, instructional designers are faced with many challenges, including managing result expectations and, at times, changing project scope and requirements. The TAPPA (Target, Accomplishment, Past, Prototype, Artifact) process provides a framework through which these challenges can be navigated in a means that will lead to successful creation of artifacts for distance education courses.

Instructional Designer Roles: A Textual Analysis on How Instructional Designers Describe Their Roles and Activities ***Bill Sugar***, East Carolina University; ***Bridgette Epps***, East Carolina University

This presentation will describe results from a study that evaluated professional instructional designers' perspectives with regards to their activities and specific instructional designer roles, (e.g., "instructional artist", etc.). Textual analysis of respondents' questionnaire responses based on a particular instructional designer role yielded similarities and differences in how instructional designers describe the impact of specific stakeholders (e.g., learners), significant actions (e.g., create), and key adjectives (e.g., important) related to their ID activities.

243. D&D - Learning Analytics and Digital Badges
3:30 pm to 4:30 pm
Conf Ctr - Pavilion 3

Designing Digital Badges for a College Course ***Vanessa Dennen***, Florida State University; ***Ji Yae Bong***, Florida State University

This presentation shares the design, development, and implementation process used for digital badges in an undergraduate course on Educational Technology. Specific attention is used to the framework that supported the design of five different types of badges and the way in which each type acknowledges a different type of achievement and is awarded through a

different process. Evaluation data also will be shared, focusing on learner attitudes and motivation.

Designing, Developing, and Evaluating a Real-Time Student Dashboard ***Robert Bodily***, Brigham Young University; ***Benjamin Mackley***, Brigham Young University; ***Tarah Kerr***, Brigham Young University; ***Charles R. Graham***, Brigham Young University

We developed a real-time student dashboard built on an open analytics system. We use interoperability standards in the design, including Learning Tools Interoperability (LTI) and Experience API (xAPI). This dashboard provides content recommendations to help students fill their knowledge gaps and metacognitive skill recommendations to help students improve their metacognitive skills. This design-based research project reports on the design process, development process, focus groups, recommender dashboard evaluation survey, and click-level usage data.

Digital Badges and Learning Analytics to Explore the Learner Participation in a MOOC ***Ji Yae Bong***, Florida State University; ***Vanessa Dennen***, Florida State University

This presentation reports on a study of learners' participation in learning activities of a professional development MOOC according to their badge achievement. Learning analytics embedded in the MOOC platform were used for the data. The presenters will discuss different participations levels and participation patterns as they relate to the badge achievement, as well as challenges related to processing raw data from the learning management system.

244. DDL - Badges & Online Learning
3:30 pm to 4:30 pm
Conf Ctr - Pavilion 11

Badging for Good: Perceptions of Earning a Digital Badge in a Service MOOC ***Jessica Resig***, The Pennsylvania State University; ***Ginger S Watson***, Old Dominion University; ***Jennifer Maddrell***, Designers for Learning

This presentation explores earner perceptions of receiving an Instructional Design Service digital badge at the culmination of a service learning MOOC geared towards generating resources for adult basic educators. Participant insights include the impacts of earning a badge on their levels of motivation, the level of status recognition they attribute to the badge, and their plans for using the badge as evidence of achievement. The badge design, creation, and implementation process will also be discussed.

Implementation of Open Digital Badges Within an Online Masters Program: Lessons Learned ***Tim Newby***, Purdue University; ***Zui Cheng***, Purdue University; ***Damji Heo***, Purdue University

In the presentation, we will focus on the lessons learned from the implementation of digital badges across the Purdue University's Learning Design and Technology Online Masters Program. Those insights will explore the benefits and the challenges that were encountered throughout the design, development, and implementation of these instructional badges. Specifically, this case study will examine how these technology focused badges were utilized and implemented by course instructors, as well as accessed and utilized by individual online students.

245. DDL - Preparing Higher Education Teachers for Online Instruction
3:30 pm to 4:30 pm
Conf Ctr - Pavilion 9

Preparing Online Teachers in Higher Education ***Ludy (Ludwika) Aniela Goodson***, Indiana University-Purdue University Fort Wayne; ***Laura E Gray***, UWI; ***Suzanne Y Ensmann***, Indian River State College; ***Hui-Ya Chuang***, University of Hawaii at Manoa

This panel will discuss creative ways to prepare online teachers in higher education. Topics include: EMOTIONAL CLIMATE—factors and impact of a positive emotional climate; COMING ALIVE—strategies for helping faculty to make an online learning platform "come alive" for students; COMMUNITIES OF PRACTICE—the role of Web 2.0 tools in creating a faculty community of practice, and in turn, student community; and MOOC EDS—the MOOC as an emerging model for preparing online teachers.

246. DDL - Social Presence
3:30 pm to 4:30 pm
Conf Ctr - Pavilion 10

Instructors' Perceptions of Instructor Presence in Online Learning Environments ***Jennifer Richardson***, Purdue University; ***Erin Besser***, Purdue University; ***Adrie Koehler***, Purdue University; ***Jieun Lim***, Purdue University; ***Marquetta Strait***, Purdue University

Research indicates that how an instructor establishes

his or her presence in an online environment can have important implications for the students' overall learning experience. Using an explanatory multiple-case study approach, this research considered the perspectives of 13 instructors teaching in an online master's program. Implications for online teaching and learning are suggested including communication strategies, strategies to connect to students, and the potential impact of these strategies on student participation and learning.

Social Presence in Distance Education ***Sang Joon Lee***, Mississippi State University; ***Kun Huang***, Mississippi State University

Social presence is key for developing personal relationships and enhancing collaboration and critical discourse in distance education. The lack of social presence may result in low levels of engagement and withdrawal from online courses. The findings showed that there was a significant difference in social presence between online and face-to-face courses and that providing more time and opportunities for interactions increased social presence in online courses.

247. ELT - Making Your Own Reality (Augmented That Is)
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 6

Supporting disciplined inquiry with mobile Augmented Reality ***Todd Ogle***, Virginia Tech; ***David Hicks***, Virginia Tech; ***Thomas Tucker***, Virginia Tech

This session describes and demonstrates CI Spy, a mobile augmented reality application developed to teach children the practice of disciplined inquiry. Lessons learned from working in a highly interdisciplinary team on the instructional design process, user experience design process, development path, and evaluation of the treatment will be shared. This session will benefit those interested in the application of constructivist principles of learning or situated cognition, emerging technology, and/or working in large, highly interdisciplinary teams.

248. ELT - Virtual Reality Tools, Cheap and Easy.
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 2-3

Cheap and Easy Virtual Reality: Tools and Resources for the Classroom ***Abbie Brown***, East Carolina University; ***Tim Green***, California State University, Fullerton

This session is intended for educational technology facilitators, school media specialists, and media production faculty interested in introducing students to virtual reality through low-cost and easily accessible hardware and software. It presents the results of over two years of hands-on experimentation with inexpensive and relatively easy-to-use VR tools and strategies appropriate for classroom settings. The session will include demonstration of VR software and hardware, and purchase and use recommendations based on the authors' experiences.

249. GSA -Fireside Chat: Culture in Instructional Design
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 14

Facilitator:
Angela Doucet Rand, *University of S. AL*

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.

250. OTP - Quality Informal and Corporate e-Learning
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 13

The Business of Informal Learning: 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 more 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.

Quality In Corporate e-Learning: Linking The E-Learning Maturity Model To Organizational Improvement ***Darryl Draper***, Old Dominion University; ***Robert Amason***, University of Phoenix

The presentation will examine the relationship between the e-learning Maturity Model and the widely used Kaufman, Keller, and Watkins Five Levels Evaluation

of Human Performance Improvement Intervention Framework (1996). The eMM could serve to operationalize the Kaufman, et. al., constructs and enhance overall corporate performance of training. The study used document review and content analysis to map eMM processes against the Kaufman, et. al., Framework.

251. Posters Session 3
3:30 pm to 4:30 pm
Conf Ctr - Ballroom C

Participants

D&D: Designing an Interactive Online Learning Environment Using the ADDIE Model ***PATRICIA AKOJIE***, *Brescia University*

Interactive learning provides a pleasant way for students to build knowledge and increase understanding (Prakash, 2010). It is therefore important that online courses offer rich opportunities for learners. The presenter will share how ADDIE (Analyze, Design, Develop, Implement, and Evaluate) was used to design an interactive online program for a small private college. In this presentation, the components of online instructional design will be illustrated. Platforms that work enable instructional leaders to achieve desired ends.

D&D: Enhancing the Boston Women's Heritage Trail with Augmented Reality ***Heidi J Larson***, *EDC*
Christopher J Dede, *Harvard Graduate School of Education*

We have enhanced the Boston Women's Heritage Trail with augmented reality aligned with curricular objectives. The AR experience provides users with overlays of historical photos, audio and video snippets, text, a "you are there" plot, inquiry, and reflective assessment questions -- information bringing additional and engaging context to the Trail.

D&D: Interactive Online Business Courses: Removing "Distance" from Distance Education
Pawan Jain, *Central Michigan University*
Smita Jain, *University of Memphis*

This study presents the first empirical analysis of actual classroom interactions to test the relationship between the instructional design elements and meaningful interactions among students in an online business course. Findings suggest that the level of meaningful interaction can be improved by dividing the students into smaller groups, using introduction sections, and limiting participation from the instructor. The results of this study can prove to be useful for practitioners, designers or instructors, who are designing, developing or teaching online courses.

D&D: Prediction of Online Business Management Students' Academic Achievement: The Role of Soft Skills in Learning ***Hungwei Tseng***, *Jacksonville State University*
Xiang Yi, *Jacksonville State University*
Hsin-Te Yeh, *Metropolitan State University of Denver*

Soft skills are important in the business world and they need to be emphasized in online MBA programs. The purpose of the study was to understand online business management students' set of soft skills particularly related to their learning process and investigate whether academic achievement could be significantly predicted by soft skills. The preliminary results (without Spring 2016 data) indicated students demonstrated soft skills but they could not significantly predict academic achievement.

D&D: Students' experience of using word clouds for their learning ***Shu-Yuan Lin***, *Idaho State University*
Ying Xie, *Northern Illinois University*

Word clouds including tagclouds are increasingly introduced into classrooms. This qualitative case study explored college students' experiences of using instructor-generated word cloud for their literature research and developing their research papers. The study results showed students' used the word cloud to direct and refine their research and evaluate their understanding of the research topic.

D&D: Technology Facilitated PBL Pedagogy and Its Impact on Nursing Students' Academic Achievement and Critical Thinking Dispositions
Wei-Chieh Wayne Yu, *Mississippi State University*
Chunfu Charlie Lin, *National Formosa University*
Chien Yu, *Mississippi State University*
Mabel CPO Okojie, *Mississippi State University (MSU)*
Connie Forde, *Mississippi State University*

Nurse education and professional nursing communities have been faced with several dilemmas and challenges in terms of discipline-specific learning and pedagogy. Teaching of this specialty at vocational faculties in the non-literary institution is characterized especially by a lack of human recourses and adequate teaching material. The researchers chose to investigate higher education's role in the matter. Instructors' choice

of pedagogy invariably affects the dynamic of the classroom and students' learning achievements in a long run.

D&D: Using Design-Based Research and Multimedia Learning Principles to Improve User Experience in an Aquaponics E-Learning Module ***Eraldine Williams-Shakespeare***, *University of South Florida*
Yiping Lou, *University of South Florida*
Huiruo Chen, *University of South Florida*

The Aquaponics, a scenario-based e-learning module, is designed as part of the Water Awareness Research Education (WARE) Project for Grade 10 and 11 Science Curriculum. The module is expected to help students build on their own understanding, solve problems, and reflect on their learning in an active-authentic experience. The flexible methodology of design-based research allowed the design team to engage fully in the design, development and implementation of the module.

KSET: Design of mobile application for supporting a Self-Regulated Learning ***JongHyun Park***, *Andong National University, KOREA*
YongChil Yang, *Andong National University, KOREA*

The purpose of this study was to design a tool that supports self-regulated learning in a mobile environment. After reviewing related studies and existing tools, I extracted desirable functions and the strategies for the tool. Based on these functions and strategies, I designed a tool that supports self-regulated learning in the mobile environment.

KSET: Development of Customer Satisfaction Education Program Based on the Systematic Approach to Instructional Design: Focusing on image making ***Jooyoung Kim***, *Andong National University Department of Educational Technology*
Jaewoo Do, *University of Tennessee, Knoxville*
SoHyeon Heo, *Andong National University*
YongChil Yang, *Andong National University, KOREA*

Despite of a growing demand for the professional who has a customer satisfaction (CS) competency, studies on developing an effective CS education program have rarely been conducted. Particularly, it is hard to find a study that uses systematic approach in CS education program design. The purpose of this study was to develop CS education program based on systematic approach to instructional design and prove the effect of developed program on improvement of student's performance.

SICET: Does Multitasking with ICT Affect Academic Performance? A Study of the ICT Ownership, Multitasking Activities and Academic Performance in Taiwan ***Yin-Lan Chen***, *National Chiao Tung University*
Jui Lien Lu, *Institute of Education*
Chien Chou, *no*

In this digital age, a better understanding of students multitasking activities would help school staff or teachers more appropriately design the pedagogic implication to sustain their attention on learning tasks. This study aims to investigate the influences of multitasking activities and ownership of ICT on academic performance. A total of 353 Taiwan college students participated in the study. The results revealed that different gender, multitasking activities, and ownership of ICT were related to academic performance.

SICET: Research on Facilitating Teachers' Professional Development via Experts into Classrooms Project ***Xiaodong Xu***, *South China Normal University,* ***Haihua liu***, *South China Normal University*

Teacher learning is of great importance to educational improvement to allow teachers to learn from their own practice.As a new model of teacher training in China,Experts into Classroom Project's key features are summarized as follows: Experts into classrooms, diagnose for development; comment via videos and analyze by software; teachers' workshop with experts who point out directions; Trainees have privilege and contribute to all subject teachers; eight times a year and renovate teachers' teaching.

SICET: Technology for Expression in College Student's Learning ***Monica Burris***, *Syracuse University*
Jing Lei, *Syracuse University*

This is the third one of a group of five papers from the same research team. Following a media framework suggested by Bruce and Levin (1997) and Dewey's (1943) four natural impulses of learning, the first paper introduces the overall theory and research context, and the other four each focuses on using technology for inquiry, communication, construction, and expression in college students' learning. Data were collected from three technology integration courses over the last five years.

SICET: [NR]Using SCIT Based Formative Assessment

to Improve the Performance of e-Correcting about Ill-structured homework: A Case Study ***Xueli Zhang***, *Northwest Normal University of China*

Relevant concepts: ill-structured homework, e-correcting of homework (ECH), screen capture instructional technology (SCIT) based ECH; different ways of ECH; features of ill-structured homework's correcting; the case study shows that SCIT based homework-correcting is a better way on improving the performance of e-Correcting about ill-structured homework, and it is worth popularizing, but there are still some problems that should be paid attention to.

252. RTD - Public Data Mining Methods, Ethics, & Legalities
3:30 pm to 4:30 pm
Conf Ctr - Ballroom D

Public Data Mining Methods, Ethics, & Legalities ***Rob Nyland***, Brigham Young University; ***Spencer P. Greenhalgh***, Michigan State University; ***Joshua Michael Rosenberg***, Michigan State University; ***Matthew J. Koehler***, Michigan State University; ***George Veletsianos***, Royal Roads University; ***Royce Kimmons***, Brigham Young University

In this session we will explore an emerging method of educational research: data mining. Three research teams from different universities will describe ongoing research projects where data is collected from Twitter, websites, and other social media. We will then facilitate a discussion regarding legal and ethical issues that should be considered when engaging in data mining research. We hope that this session will help establish a set of best practices among our research community.

253. Roundtables Session 3
3:30 pm to 4:30 pm
Conf Ctr - Ballroom C

Participants

D&D: A Quantitative Study of the Impact of Using Learner-driven and Machine-driven Visualizations on the Enhancement of Computer Programming Education for Novice Learners ***Ali Alshammari***, *Purdue University*

The main limitation in using alternative teaching strategies and techniques in computer programming education is that sometimes critical run-time errors occur, even invisible errors, such as logical errors, that jeopardize the effectiveness of their use. Code-visualization can be both a solution to this dilemma and an effective way of teaching learners. This paper aims to investigate any differences in learners' attitudes and achievements between using learner-driven versus machine-driven visualization tools in computer programming education.

D&D: [NR]Advancing Instruction: Creating Content Specific Blended Instructional Design Models Using a Digitally Automated Process ***Brian Coleman***, *Morehead State University*

This session will focus on discussing the need and creation of content specific instructional design models. The blended design model process, and subsequently related components, is developed around a custom designed multi-metric based cross-referenced database system. This process allows for the production of blended models, drawing from existing designs, addressing specific instructional content. The system recommends instructional strategies aligned with the blended model, content, and best practices. The digital system is interactive, adaptive, and scalable.

D&D: Course and Instruction as Ontology: A Course-Specific Learning Object Metadata Design to Improve Reusability ***Lechuan Huang***, *The University of Georgia*

This presentation describes a learning object metadata (LOM) design and a course-specific learning object repository (LOR) based on the design. The LOM is designed to improve learning object (LO) reusability within a course; the LOR uses the course syllabus and common instructional practices as ontology for metadata, and makes use of hyperlinked LO's to achieve granularity and modularity. Scalability and social interaction will also be discussed.

D&D: Designing a Peer Feedback Activity to Foster Reflective Thinking among Second-year Pharmacy Students in a Case-based Learning Environment ***Supriya D Mishra***, *University of Georgia Athens* ***Catherine Ann Bourg***, *University of Georgia* ***Ikseon Choi***, *The University of Georgia*

The change in focus of pharmacy professional from products to patients (Droege, 2003) has warranted interprofessional collaboration (Gilbert et al., 2000; Van Winkle et al., 2013) and effective feedback exchange (Miesner, Grady, & Trewet, 2012) to improve therapeutic outcome and optimize patient care. The purpose of the paper is to design and develop a peer feedback activity for second-year pharmacy students in a CBL environment to foster reflective practice and

life-long learning among pharmacy students.

D&D: Inquiry Based Learning as an Instructional Strategy to Increase Student Achievement in Math and Science ***Rezaul Chowdhury***, *University of Memphis*
Trey Martindale, *University of Memphis*
Carmen Weaver, *University of Memphis*

Inquiry-based learning has received some attention and consideration as a modern instructional method. We will present a review of the literature on the use of inquiry-based learning. The literature seems to indicate inquiry-based learning can be effective for promoting active thinking, and developing greater decision-making capabilities.

D&D: Learning environment to enhance the effectiveness of an individualized instructional support in the collaborative PBL ***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 in the learning environment is beneficial for enhancing the effectiveness of an individualized instructional support in the collaborative project-based learning (PBL). Using a case study approach, we observed two collaborative PBL courses and conducted instructor interview, student interview, and student focus-group interview. Through thematic analysis, we came up with three major categories, which are Classroom climate, Learning behavior, and Facilitation style. Each category includes major sub-components.

D&D: Self-Regulated Learning for Language Students ***Christopher David Hromalik***, *Syracuse University*

The inability to self-regulate learning has been shown to play a significant role in students' lack of success in college-level study. The presenter will describe initial design ideas for an instructional intervention to help students of introductory language courses at the post-secondary level learn to self-regulate their learning and performance. Sample strategies and activities will be shared. Participants will be encouraged to discuss their knowledge of and experiences with self-regulated learning in higher education contexts.

D&D: Shining the Spotlight on Conditional Schema: Organizing Instruction around Expert Performance ***Richard Swan***,
Ken Plummer, *Brigham Young University*

"Knowledge that is not 'conditionalized' is often 'inert' . . . even though it is relevant." (Bransford et al., 2000, p. 43 citing Whitehead, 1929). We propose that conditional knowledge and schema building are important elements of expertise, yet these elements are largely left to be learned tacitly through experience. This session will examine the proposition that learning can be improved if conditional knowledge and schema building become explicit, first-order learning activities.

D&D: Using the 4C/ID Model in CBE: Designing Based on Learning Tasks ***Darci Lammers***, *University of Wisconsin - Extension*

Competency-based education requires the integrated acquisition of multiple competences such as domain-specific knowledge, decision-making, communication skills, and leadership skills. In this session, participants will learn how to design such complex learning using the four-component instructional design model (4C/ID). Specific examples will be presented in this interactive session.

DDL: Designing a New Online Masters Degree Program ***Theresa Cullen***, *University of Oklahoma*

What is the process for designing a new online program? This presentation will outline the design, approval and development process for a new online masters. The presentation will outline a case study in designing a new major including faculty buy-in, institutional approval, and course development and evaluation. Artifacts will be shared of the process and barriers and challenges will be discussed and shared.

DDL: Instructional Design Checklist for Online Courses ***Sally J Baldwin***, *Boise State University*
Yu-Hui Ching, *Boise State University*

This study examines students' perceptions on the usefulness of an instructional design checklist for online courses design. The checklist was created to help highlight very basic items that should always happen during course design. The checklist was developed based on components of existing instructional design models and principles from literature in academic databases. Ten graduate students in educational technology enrolled in a course that involved online course design were surveyed after using the checklist to understand their perspective of it. Students found the checklist facilitated course design.

DDL: The Addition of a "Mentor Forum" in a MOOC - Modeling and Scaffolding ***Qing Zhang***, *Virginia*

Tech, ***Marcus Childress***, *Baker University*

Inspired and informed by sociocultural learning theory, this study involved the use of mentors, combined with the addition of a Mentor Forum (MF) in a MOOC. The preliminary findings revealed that mentors played significant roles in modeling and moderating communication in a MOOC discussion forum, and MF served as an effective piece for instructor-mentor-student interaction. This presentation will provide suggestions for future MOOC design in regard to reducing instructors' workload and implementing peer-learning strategies.

ELT: A review of the design and implementation of digital badges at a university – instructor and student perceptions. ***William Watson***, *Purdue University*
Elizabeth Brott Beese, *Purdue University*
Chad M. Mueller, *Purdue University*
Sunnie Watson, *Purdue University*

Digital or open badges offer a novel approach to assessment, combining motivational elements, transparency of learning objectives and the credentialing of learning achievements. This presentation describes a study of how major users of digital badges at the university approached the design and implementation of the badges, and what instructors' and students' perceptions of the badges are. Digital badges were implemented for professional development, for credentialing extra curricular learning, in individual courses, and across entire programs.

ELT: Enhancing Our Lives, Work, And Interactions With Wearable Technologies ***Janet Holland***, *Emporia State University*

Wearables are considered to be a highly significant technological advance affecting both business and education across a wide range of discipline areas. We are seeing smart everything wearables from glasses, hearables, wristbands, watches, shoes, jewelry, rings, clothing, wrist drones, contact lenses, just about anything on or even implanted under the skin using sensors. No longer tethered, no longer weighted down, wearable designs are working to be seamlessly integrated parts of our enhanced day.

ELT: Notetaking is dead; long live #notetaking: Meaningful Learning with Twitter in the Classroom
Michael Willits, *Old Dominion University*
Jill Stefaniak, *Old Dominion University*

The popularity of contemporary technologies inspires educators to explore capabilities for using such technologies to enrich teaching and learning. This session will discuss the trends associated with the use of Twitter for notetaking and the implications that social media may pose in the design of instructional activities that promote generative learning.

ELT: Teaching Computational Thinking using MineCraftEdu with Autism Spectrum Disorder Students ***Matthew Schmidt***, *University of Cincinnati*
Dennis Beck, *University of Arkansas*

Adoption of computational thinking (CT) has increased in K-12 classrooms and is important for autism spectrum disorder (ASD) children. ASD children often have social skills deficits and lack training opportunities. However, the use of immersive digital environments for teaching social skills at a distance holds promise. We will investigate the use of MinecraftEDU with ASD students (Summer, 2016). Our focus will be the nature of learner-learner interaction, learner-computer interaction, and how MinecraftEDU influences computational thinking.

ELT: Use of Virtual Patients in Medical Education
Robert A Moore, *MSU/KYCOM*

The session will focus on the use of Virtual Clinical Simulation to include Virtual Patients for healthcare student decision making and management. Virtual Clinical Environments are the newest technology innovated to enter the clinical education environment. Far past the days of static trainers, clinical simulation embodies advanced technologies and a new way of delivering educational content.

KSET: Development study of the Instructional Model for Flipped Learning Based on First Principles of Instruction ***Yun-Young Kim***, *Andong National University, Korea*
Hyun-Mi Chung, *Andong National University, Korea*

The purpose of this study was to develop the instructional model for flipped learning based on Merrill's First principles of instruction in order to ensure the active participation of students in classroom. With an importance of students' active participation in learning, flipped learning has been considered as one approach that ensures active participation. We developed the instructional model for flipped learning to support instructor's course design and proved the validity of the model.

KSET: Using data mining to analyze students' pre-class online learning in flipped classroom environments ***Dongho Kim***, *The University of Georgia;* ***Jongpil Cheon***, *Texas Tech University* ***Seung Won Yoon***, *Texas A&M University* ***Nari Kim***, *University of Wisconsin, Oshkosh*

Success of flipped learning is dependent on students' pre-class learning. However, learners report difficulties sustaining their endeavor to review video lectures and course materials prior to class. Data-mining approach enables instructors to analyze students' course of actions for studying provided materials and apply appropriate instructional strategies. Based on the literature, this study 1) identified success factors and relevant behavioral patterns in flipped learning, and 2) suggested variables from log data to represent the behavioral patterns.

SICET: Design-based Research: The reconciliation between the Experimental Intervention and the Theory-Driven Design ***Hengtao Tang***, *Penn State*

Design-based research is an innovative research method that intends to address a lack of a methodological reconciliation between experimental control and ecological validity in the traditional paradigm for educational research. This presentation reviews the gap in the traditional research paradigm and explores how design-based research represents the reconciliation. Professionals and academics investing in research paradigm and, more specifically, design-based research would benefit from attending this session.

SICET: [NR]The review of MOOC in America in 2015 ***Xiaoning Zong***, *Graduate School of Education Peking University*

In 2015 MOOCs kept on going continuously. From the perspective of sustainable development of MOOCs, this paper reviews significant MOOC events in America from digital news about MOOCs, and analysis MOOCs trends in 2015. The research finds that MOOC providers found profit pattern, attracted substantial financing, targeted vocational education market, which benefit students to employment. Universities established "MicroMaster", and made credits certificated.

SICET: Technology for Construction in College Student's Learning ***Jimmy Jang***, *Syracuse University* ***Jing Lei***, *Syracuse University*

This is the fifth one of a group of five papers from the same research team. Following a media framework suggested by Bruce and Levin (1997) and Dewey's (1943) four natural impulses of learning, the first paper introduces the overall theory and research context, and the other four each focuses on using technology for inquiry, communication, construction, and expression in college students' learning. Data were collected from three technology integration courses over the last five years.

TED: Ethical Decision-Making: A Mental Model of What's in It For Me? ***Vicki Napper***, *Weber State University* ***Bonnie Hofland***, *Weber State University* ***Shirley Dawson***, *Weber State University*

The purpose of this round table discussion is to present the Jones moral intensity construct of factors in work environments, discuss ethical decision-making for education workers and vet an adapted set of scenarios for researching ethics in educational environments. This session is useful for discussing factors and scenarios to describe ethical decision-making in complex educational environments. The session is related to educational environments with intended use for validating ethical choice models of behavior.

TED: In Search of a Computer Science Teacher: Expectations of Today's Job Market ***Michael Karlin***, *Indiana University - Instructional Systems Technology* ***Gamze OZOGUL***, *Indiana University* ***Anne Ottenbreit-Leftwich***, *Indiana University*

There is a current discussion around computer science teacher certification. Each state has its own standards and requirements, ISTE also has an international set of standards, and the job market has its own demands. Our goal was to analyze job announcements for computer science teachers to determine the alignment between the field and licensure programs. Our discussion will address how to improve this alignment and to better prepare computer science teachers for the job market.

TED: Using Stackable Certificates and Badging in Support of Counter-acting the growing Teacher shortage. ***Robert F Kenny***, *Florida Gulf Coast University* ***Xiaoxue Wang***, *Florida Gulf Coast University* ***Michele Stork***, *Florida Gulf Coast University*

Certificates are an alternative to a full degree program and are well known in both graduate and undergraduate

settings. While they have been highly utilized their impact on a university's ability to answer specific professional development needs of its local community is not always well understood. This session will include ideas on how to quickly build responsive professional development programs for specific contents areas to serve an ever-changing landscape.

254. SMT - Digital Resources, Technology Integration, and Data Trends in School Libraries
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 9

A Systematic Review of a Decade of Digital Resources and Technology Integration Research in the Field of School Library Media ***Melissa Johnston***, University of West Georgia; ***Lucy Santos Green***, Georgia Southern University

This study presents the results of a systematic review of a decade of research on digital resources and technology integration in the field of school library media. Using a predetermined protocol, researchers carefully investigated over 130 studies culled from fourteen prominent library science and instructional technology journals. Results identify research gaps and point toward new and critical questions the field ought to pursue.

Data-Based Trends in School Libraries ***Lesley S. Farmer***, CSULB

This session uses AASL's annual survey data to show longitudinal trends in school libraries across the nation. The session will also explain how the data were coded and analyzed. Findings can help school librarians leverage these data.

255. ST&C - Change Architects
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 8

Lessons Learned in Introducing Instructional Design across Multiple Campuses of a University ***Tara Bunag***, University of the Pacific

This presentation highlights the lessons learned in forming an instructional design services (IDS) team, and in establishing its role as change agents in a multi-campus university. The IDS team was essential to switching learning management systems, establishing new programs, and transitioning courses to new modalities, all in just one year. The focus of the presentation will be on how the lessons learned could be used to implement change at other institutions.

256. Special Session: Book Signing - Women's Voices in the Field of Educational Technology
3:30 pm to 4:30 pm
Conf Ctr - Ballroom B

Please join us for a reception and book signing sponsored by Springer Publishing. This is your opportunity to have your book signed and meet the authors of the chapters in "Women's Voices in the Field of Educational Technology."

257. TED - Creative Teacher, Creative Teaching: Identifying indicators and inspiration for professional innovation in the teaching environment
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 11

Creative Teacher, Creative Teaching: Identifying indicators and inspiration for professional innovation in the teaching environment ***Jody Lawrence***, University of Minnesota, College of Design

This session presents research designed to reveal elements of the teaching environment that support creative teaching by asking creative teachers to share experiences of professional innovation. The findings suggest that proactive behavior and constructivist thinking are indicators of creative teachers, and that creative teachers are inspired by a culture that values teacher expertise, collaboration, and the unique delivery of curricula. The methods, subsequent findings, and implications of this investigation will be presented and discussed.

258. TED - Supporting Elementary Teachers in STEM
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 12

Supporting Elementary Teachers' Integration of Computing and Engineering into their Teaching. ***Peter Rich***, Brigham Young University; ***Brian Jones***, Brigham Young University; ***Emily Yoshikawa***, Brigham Young University; ***Olga Belikov***, Brigham Young University; ***McKay Perkins***, Brigham Young University

Engineering and Computing activities, though included in the STEM acronym, are often missing in Elementary Education. With increasing interest in and support for STEM learning at the elementary level, teachers will need to be trained on how to implement both engineering and computing into daily classroom activities. This study reports on the second year of a four-year professional development to transition

an elementary school faculty toward the integration of engineering and computing with their existing curricula.

The Relationships between Professional Development for Elementary Teachers and Student Achievement in Science ***Lequisha Brown-Joseph***, University of Phoenix; ***Sally Evans***, University of Phoenix

Studies indicate a relationship between teacher science professional development and student achievement. A gap exists in understanding the effect of elementary teacher science professional development on later student achievement. This study will apply mixed methods analysis to address the gaps in the literature while studying the influence of elementary teacher science professional development on student standardized test scores. Results will lead to recommendations for teacher training in science to improve STEM education in schools.

259. [JSET] To Be Determined
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 10

Description to come Presenters: Prof. Masayuki Murakami, Kyoto University of Foriegn Studies, Committee Chair of JSET SIGs; Prof. Hiroaki Ogata, Kyushu University, SIG Development and Practice of Educational/ Learning Support Systems; Prof. Toru Fujimoto, University of Tokyo, SIG Game Learning and Open Education

260. General Session - Technology and Inquiry: Discussion Based Learning (Wed)
4:45 pm to 5:45 pm
Conf Ctr - Ballroom A

Digital resources can support teaching and learning that focuses on all students leaving K-12 education knowing how to learn, helping to shift the paradigm from practices that haven't worked for decades. Philip Yenawine is cofounder of Visual Understanding in Education, a nonprofit research organitrzation that trains teachers to use Visual Thinking Strategies. Philip Yenawine has been engaged in museum education for forty years, ten years of which were spent as Director of Education at The Museum of Modern Art in New York, founding director of the Aspen Art Museum, Philip Yenawine has been engaged in museum education for forty years, ten years of which were spent as Director of Education at The Museum of Modern Art in New York. He is currently the co-founding director (with cognitive psychologist Abigail Housen) of Visual Understanding in Education, a nonprofit educational research organization that develops and studies programs that train teachers to use art to teach thinking and communication skills.

261. ELT -Immersive Learning Awards Reception
6:00 pm to 7:00 pm
Conf Ctr - Ballroom G

The Division of Emerging Learning Technologies invites you to attend its Immersive Learning Awards Reception honoring this year's award winner(s).

262. INTL - International Division: Annual Silent Auction & Dinner Buffet (preregistration only)
6:00 pm to 7:30 pm
Conf Ctr - Pavilion 3

263. GSA -3MT Competition Preliminary Round
6:30 pm to 8:00 pm
Conf Ctr - Conference Rm 14

Facilitators:
Eunbae Lee, *Georgia Southern University*
Sylvia Rogers, *University of South Alabama*

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 Thursday afternoon.

264. INTL - International Division Annual Live Auction
7:30 pm to 8:30 pm
Conf Ctr - Pavilion 3

This event is open to everybody. It 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.

265. DDL -New Board of Directors Meeting
7:00 am to 8:00 am
Conf Ctr - Executive Board Rm

266. Fun: Walk/Run
7:00 am to 8:00 am
Conf Ctr - Pavilion Walkthru

Check out Las Vegas on foot.....join us for the 7th 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.

267. Intern Meeting - 3 Thursday
7:00 am to 8:00 am
Conf Ctr - Board Rm

268. AECT - Emerging Technology Showcase
8:00 am to 9:00 am
Conf Ctr - Ballroom C

Presenters:
Alesha Baker, *Oklahoma State University*
T J Kopcha, *University of Georgia*
Jin Mao, *Wilkes University*
Rob Moore, *North Carolina State University*
Jewoong Moon, *Florida State University*
Sarah Stager, *8144702292*
Nicola Wills-Espinosa, *Universidad Casa Grande*
Hengtao Tang, *Penn State*
Albert Akyeampong, *Ohio Northern University*
Mounika Reddy Ragula, *Indiana State University*
Jody Lawrence, *University of Minnesota, College of Design*
Monica Rysavy, *Goldey-Beacom College*
Lisa A. Giacumo, *Boise State University*
Jennifer L. Weible, *Central Michigan University*
Ali Alshammari, *Purdue University*
Baiyun Chen, *University of Central Florida*
Jeroen Breman, *Northwest Lineman College*
Jooyoung Seo, *Penn State*
Judith Lewandowski, *Purdue University*
Juhong Christie Liu, *James Madison University*
Kalianne Lund Neumann, *University of Georgia*
Kyle L. Peck, *Pennsylvania State University*
Russell Michalak, *Goldey-Beacom College*
Steven W. Villachica, *College of Engineering, Department of Instructional & Performance Technology*
Sungwoong Lee, *Emporia State University*
Tutaleni I. I. Asino, *Oklahoma State University*
Xinhao Xu, *Florida State University*

This session will showcase the emerging technologies being used by innovative AECT members. Addressing Technophobia: Empowering students through the innovative use of Wikispaces and Google Community Albert Akyeampong, Kevin Cordi, Ohio Northern University Tarzan: The Programmer Ali Alshammari, Purdue University No Connectivity? No Problem! Content Access Point: Providing Digital Content to Areas with Little or No Connectivity Alesha Baker, Joshua Baker, Tutaleni I. Asino, Oklahoma State University Equine Supplementation Lauren Brizgys, Brandon Rice, Colleen Brady, Purdue University Big Data and analytics for big wins: Environmental cues, readiness indicators, and select analytics applications Lisa Giacumo, Steven W. Villachica, Boise State University; Jeroen Breman, Northwest Lineman College Augmented Reality in Children's Books: Godsend or Gimmick? Marybeth Green, Lisa McNair, Texas A&M University Kingsville IOLab: Physics Labs in the Palm of Your Hand Melissa Hicks, Penn State VoiceThread: Audio-visual feedback for online project development Jody Lawrence, University of Minnesota Horses in Agriculture Online: Designing, Developing, and Evaluating an Online Museum Exhibit Using Instructional Design Methodology Elise Lofgren, Colleen Brady, Judith Lewandowski, Purdue University Create intuitive learning: Tools that make your data come alive Jin Mao, Wilkes University; Baiyun Chen, University of Central Florida; Juhong Liu, James Madison University Embodied pulley physics: The development of hands-on user interaction in virtual reality Jewoong Moon, Xinhao Xu Florida State University; Sungwoong Lee, Emporia State University Creating 4D Learning Environments with iPads Rob Moore, NC State University Using Revision Assistant to Collaboratively Support the Writing Process Kalianne Neumann, Theodore J. Kopcha, The University of Georgia Creating high quality engaging educational videos/ content using freely available tools on Apple products (iPad and Macbook) Paa Kwesi Nyamko-Krampah, Nasiha Arif, Audrey Naa Korkoi Komey, Ohio University Interactive Video Tools for Instruction Mounika Ragula, Mary Szabo, Indiana State University Purdue Passport: A Badging System in Education Brandon Rice, Lauren Brizgys, Colleen Brady, Purdue University Methods of providing online and/ or hybrid instruction and training using Microsoft Office Mix and Microsoft OneNote Monica Rysavy, Russell Michalak, Goldey-Beacom College Technology that could address Braille Literacy Crisis JooYoung Seo, Penn State Univeristy Augmented Reality Information Overlay Mapping: Bridging the Gap Between Virtual and Direct Learning Experiences David Squires, The University of Georgia Retro Gamer Sarah Stager, Penn State Univeristy ClassGotcha: a goal-oriented, personalized online learning management system (LMS) Hengtao Tang, Qiyuan Li, Simo Wu, Xiang Li, Kyle Peck, Penn State 3Doodler - 3D printing pens Jennifer Weible, Kevin Cunningham, Central Michigan University The Use of Google Apps (Google Classroom, Google Drive: Forms, Sheet and Google Hangout) as research tools. Nicola Wills-Espinosa, Universidad Casa Grande

269. Arm Rest Studio Lounge - 3 Thursday
8:00 am to 5:00 pm
Conf Ctr - Pavilion Walkthru

270. CLT -New Board of Directors Meeting
8:00 am to 9:00 am
Conf Ctr - Executive Board Rm

Chair:
Angela Benson, *The University of Alabama*

Presenter:
Holly Marshburn, *Nova Southeastern University*

271. CLT - McJulien Scholars' Panel: Culture in Online Learning Environments
8:00 am to 9:00 am
Conf Ctr - Conference Rm 4-5

The McJulien Scholars' Panel: Culture in Online Learning Environments ***Victoria Lowell***, Purdue University; ***Iryna Ashby***, Purdue University; ***Bodi Anderson***, Indian River State; ***Chih-Hsiung Tu***, Northern Arizona University; ***Patricia Young***, Uni. of Maryland Baltimore Co.

2015 McJulien Best Paper Award winners will chair a panel discussion on culture in online learning environments.

272. CLT - Social media and cultural competence
8:00 am to 9:00 am
Conf Ctr - Conference Rm 1

Social Media as a Tool for increasing Cultural Competence: How do we measure it? ***Marianne Justus***, University of Phoenix; ***Jodi Menees***, University of Phoenix

This presentation will introduce the findings from a systematic literature review designed to identify the ways and means by which cultural competency can be measured. The goal was to investigate the reliability and appropriateness of instruments that measure cultural competence when used in classrooms that have integrated technology with specific focus on social media. Incorporating assessments into social media environments may provide a venue for enhanced cultural competency awareness amongst users of social media.

Exploring Social Media Type and Factors Influencing Perceived Cultural Competencies ***Mansureh Kebritchi***, University of Phoenix; ***Debra Bacon***, University of Phoenix; ***Guy White***, University of Phoenix; ***Therese Kanai***, University of Phoenix

Developing cultural competency among undergraduate students is becoming increasingly essential to succeed in 21 century workplace. Social media may greatly influence cultural competency of the users. However, there is a dearth of studies investigating the context and type of social media that can be more influential on users' cultural competencies. This presentation provides the results of a case study related to social media type and factors influencing perceived cultural competencies.

273. Committee: Definition & Terminology (Thur)
8:00 am to 9:00 am
Conf Ctr - Board Rm

Chair:
Nancy B. Hastings, *University of West Florida*

274. D&D - Computational Thinking
8:00 am to 9:00 am
Conf Ctr - Ballroom B

Learning Computer Programming Using Game-based Approach: A Design and Development Research ***Zahira Merchant***, San Francisco State University

This presentation will describe the design and development process of a six- weeks long online asynchronous professional-development course for K-12 teachers to learn programming skills using game-based approach. The aim of this developmental research is to evaluate the efficacy of game-based approach in mastering the most complicated subject matter, computer programming. The presentation will also report the findings of the formative evaluation based on instructional designers' reviews and learners' feedback in a small group intervention.

Tracing the Essence: Ways to Develop Abstractions in Computational Thinking ***Yingxiao Qian***, The University of Georgia; ***Ikseon Choi***, The University of Georgia

This paper explores design strategies for STEM educators to foster students' abstractions in computational thinking. Computational thinking is the keystone for students' STEM literacy, and abstractions are the essence of computational thinking, but previous endeavors of empowering students' abstractive thinking are fruitless. The paper revisits the significance of abstractions in computational thinking and provides efficient design strategies for K-12 STEM educators. Professionals and academics investing in STEM education may benefit from this session.

275. D&D - Learning Strategies
8:00 am to 9:00 am
Conf Ctr - Ballroom G

A Cognitive Apprenticeship to Promote Paraphrasing Skills Among Undergraduate Students ***Jill Stefaniak***, Old Dominion University; ***Michael Willits***, Old Dominion University; ***Jennifer Brown***, Old Dominion University

This session presents findings from a quasi-experimental study exploring the efficacy of a cognitive apprenticeship framework for instruction on the mnemonic RAP paraphrasing strategy. A total of 240 undergraduate students in a writing course participated during a 15-week semester. Over four sessions, students in the experimental group demonstrated improved paraphrasing skills and performed better on the university's qualifying writing exam at the end of the semester as compared to students in the control group.

The evolution of view toward design in the field ***Muruvvet Demiral Uzan***, Indiana University

In order to explore the changing view toward design in the field, the studies with the focus of design practice, instructional designers and design education published in the last two decades in the journals of Performance Improvement Quarterly (PIQ) and Educational Technology Research and Development (ETR&D) were reviewed. In this session, when sharing the findings of this review, future research recommendations will be made and potential research on design practice and design education will be discussed.

276. D&D - Massive Open Online Courses
8:00 am to 9:00 am
Conf Ctr - Ballroom D

Massive Open Online Courses in Management Education: Platform Selection from an Instructional Design Perspective ***Marc Egloffstein***, Mannheim Business School; ***Dirk Ifenthaler***, University of Mannheim

This practice proposal reports the design and implementation of a methodology for selecting an adequate platform for a Massive Open Online Course (MOOC) in Management Education. Based on provider characteristics and platform features, a generic evaluation matrix for MOOC platforms was developed and subsequently matched with instructional design criteria. A case study showcases the selection methodology for a MOOC on value-based management. The generic evaluation matrix provides in-depth analysis of context-specific affordances for the instructional design of MOOCs.

[NR]Investigating Effectiveness of First Principles of Instruction in an Online Tutorial ***Cesur Dagli***, Indiana University; ***Ted Frick***, Indiana University

This research proposal reports a study investigating the effectiveness of first principles of instruction in the context of a mini-MOOC. Data were collected from two main sources. While the MOO-TALQ survey asked student ratings of instructional quality of the MOO-Tutorial, certification tests measured student-learning achievement. In this study 2410 subjects participated between January 12th , 2016 and January 31st , 2016. The findings of this study will be presented.

277. D&D - Technology Integration
8:00 am to 9:00 am
Conf Ctr - Pavilion 6

Could we teach geomorphology using Web-based GIS effectively in the one computer classroom? ***Hsiaoping Hsu***, Department of Curriculum & Instruction, University of Texas at Austin; ***Bor-Win Tsai***, Department of Geography, National Taiwan University; ***Jeremy Chen***, Department of Geography, National Taiwan Normal University

Learning concepts in geomorphology and interpretation of topographic maps is crucial for geoscience but brings obstacles to most students. Previous research proposes that teaching with web-based GIS using computer laboratories can improve these difficulties. Computer laboratories are not available everywhere, however. Based on the high percentage of having computers with Internet access in traditional classrooms, this study explores the effectiveness of teaching geomorphology and topographic map skills with web-based GIS in a traditional classroom setting.

Designing Makerspaces for Higher Education: Theoretical and Design Implications ***Gi Woong Choi***, The Pennsylvania State University; ***Susan Land***

Makerspaces have been a topic of great interest in education realms. The design of makerspaces in higher education is gaining attention, as they can provide new learning opportunities to students through learning-by-making. This proposal suggests three key theoretical constructs to consider in makerspaces research (i.e. Constructionism; Educational Affordances; and

Distributed Cognition) and provides research and design implications accordingly.

278. DDL - Engagement Strategies
8:00 am to 9:00 am
Conf Ctr - Pavilion 9

Engagement Matters: Ways to Enhance Interaction and Engagement in Online Learning ***Doris U Bolliger***, University of Wyoming; ***Swapna Kumar***, University of Florida; ***Florence Martin***, University of North Carolina Charlotte; ***Ayesha Sadaf***, Ball State University

The purpose of this panel is to discuss effective strategies to enhance interaction and engagement in online teaching and learning. The researchers who are also instructors of online courses in graduate-level online instruction certificates reflect on successful practices and theories that can be used to foster interaction in the online learning environment.

279. DDL - QM Course Evaluation
8:00 am to 9:00 am
Conf Ctr - Pavilion 10

Beyond Quality Matters: Comprehensive Strategies for the Evaluation of Distance Education Programs ***Steve Harmon***, Georgia State University; ***Barbara Lockee***, Virginia Tech; ***Miriam Larson***, Virginia Tech University

Given the complexity of distance education systems and the variety of stakeholders involved in DE implementation, a comprehensive approach is needed for the evaluation of distance-delivered programs. This presentation will explore critical factors related to the success of DE curricula and examine a variety of measures that can serve as indicators of program quality. The presenters will introduce a new framework (eLUCID) for evaluating distance education at the programmatic and institutional levels.

Essential Design Elements for Online Course Development: Using Quality Matters (QM) to Ensure Student Satisfaction ***Sungwon Shin***, Indiana University; ***Jongpil Cheon***, Texas Tech University; ***Dan Dao***, Texas Tech University; ***Danh Ngoc Nguyen***, Texas Tech University; ***Jue Wang***, Texas Tech University

The purpose of this study investigated the relationships between the online course design elements and student satisfaction. A review checklist and procedure were developed based on the QM rubric to evaluate 90 online courses. We found significant findings related to course design elements and student satisfaction levels. The findings and implications will be discussed to support designers to design effective online courses to meet student satisfaction.

280. DDL - Role Play, Interaction, & Discussion
8:00 am to 9:00 am
Conf Ctr - Pavilion 11

Exploring Role Play to Analyze Instructional Design Cases in an Online Environment ***Jesus Trespalacios***, Boise State University; ***Yu-Hui Ching***, Boise State University

Analysis of case studies is an important activity used in instructional design. However, the process of case-based reasoning is difficult, requiring prior knowledge and experience. Role-playing strategy may help students to explore and articulate stakeholders' viewpoints. Thus, the purpose of this study is to investigate the effects of role-playing strategy to improve analysis of instructional design cases. During this session, results and implications of this study will be discussed.

Facilitate meaningful discussion through visual representations ***Kyungbin Kwon***, Indiana University; ***Su Jin Park***, Indiana University Bloomington

This study examined effects of two different discussion representation tools: interaction vs. topic diagram in online discussion forums. Overall, interaction diagram illustrating interactivity facilitated agreeing behaviors and social interactions as well as increased the number of responses. On the contrary, topic diagram describing evolution of topics encouraged disagreeing behaviors and developing ideas through elaboration. The findings will shed light on designing instructional tools or intervention to facilitate more engaging and meaningful online discussion.

The Nature and Level of Interaction in a Large-, Open-Enrollment Chemistry Course ***Andrew Tawfik***, Northern Illinois University; ***Anilla Gill***, Northern Illinois University; ***Chenda Hong***, Northern Illinois University; ***Xiaoshu Zhou***, Northern Illinois University; ***Todd Reeves***, Northern Illinois University; ***Amy Stich***, Northern Illinois University; ***Irfan Simsek***, Istanbul University

MOOCs have been discussed as one way to bridge the educational inequality gap. However, little is known about the degree to which learning occurs in these settings. Using the Interaction Analysis Model

(Gunawardena et al, 1997), analysis of a MOOC chemistry course suggests lower levels of interaction. Moreover, the results suggest that the MOOC suffered from high rates of learner attrition, which may have impacted the collaboration. Implications for the future of MOOCs are discussed.

281. ELT - Come Play Some Games
8:00 am to 9:00 am
Conf Ctr - Conference Rm 2-3

Some of These Games are not Like the Others: Educational Board Games, Genres, and Learning ***Spencer P. Greenhalgh***, Michigan State University

Games may play a variety of roles in the classroom, and a game's genre may help indicate which role it is best suited for. This session will begin with inviting participants to spend some time playing board games and reflecting on what they are learning from play. Then, the rest of the session will be dedicated to presenting a study that uses data related to 13,549 board games to empirically distinguish 15 genres of board game and discussing the educational significance of these different genres. Participants will be encouraged to apply their experience playing games at the beginning of the session as they discuss the results of the study

282. ELT - Games and Video Conferencing
8:00 am to 9:00 am
Conf Ctr - Conference Rm 6

Comparing the Structural Elements of Best and Worst Educational Computer Games ***Ebtisam Alshehri***; ***Allan Jeong***, Florida State University

Empirical examination of the characteristics of games that create the most enjoyment and engagement has been limited. The goal in this paper was to determine whether or not there are any specific game design elements that make an educational game particularly engaging and enjoyable. Challenging, embodiment, and manipulable are the game elements that were most closely associated with best educational games. Findings, limitations, and future directions were discussed in the paper.

An exploratory study of game features that can support measurement of knowledge and skills ***Greg Chung***, UCLA; ***Charlie Parks***, UCLA/CRESST; ***Jeremy Roberts***, PBS KIDS

The use of games to assess students' understanding is an emerging area of research. However, because games typically are designed for teaching or practice, there exists little guidance on what features of games are useful for measurement purposes. Correlational analysis of gameplay data from 6 math games for young children suggests that measures based on game mechanics that require players to use the targeted knowledge are strong predictors of children having that knowledge.

Using a video conferencing tool in a face-to-face class to promote engagement ***Miguel Lara***, California State University Monterey Bay; ***Troy Challenger***, CSU Monterey Bay

We share our experience using a free online video conferencing tool to teach a face-to-face undergraduate Computer Science course. Among the features that this tool provides are: instructor and student screen sharing, screen annotation and mark up, remote control, and screen recording. The implementation of instructional strategies with this tool, such as pair programming, will also be discussed. Data from a survey of 48 students indicate positive results in promoting engagement.

283. GSA -Advice for the Job Hunt
8:00 am to 9:00 am
Conf Ctr - Conference Rm 14

Facilitator:
Daisyane Barreto, *University of North Carolina Wilmington*

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.

284. INTL - Instructional Design, Vocational Trainings & Social Media in Education
8:00 am to 9:00 am
Conf Ctr - Pavilion 3

Creating International Connections: Instructional Design and Traditions of Didactics ***Norm Friesen***, Educational Technology

Historical and research developments in Instructional Design (ID) have recently been consolidated (e.g., Richey, Klein & Tracey, 2011). However, little

attention has been paid to "didactics," an earlier and still flourishing parallel field. It refers to "the science or art of teaching," and was and remains most "highly elaborated… in Germany" (Dewey, 1911). This presentation will: 1) offer a practical overview of this field; 2) Compare and contrast its practical implications with those of ID.

[NR]The Effects of Vocational Trainings in Solar Energy in Developing Countries on Educators and Technicians' Learning Outcomes and Attitudes ***Rim Razzouk***, Arizona State University; ***Anshuman Razdan***, Arizona State University

The purpose of this paper is to examine the effect of vocational trainings in solar photovoltaic (PV) in developing countries on educators and technicians' learning outcomes and attitudes towards training workshops. In total, 111 educators received the educator training, and 96 technicians received the technician training. The workshops included classroom training modules, hands-on exercises, and educational games. Overall, the educators and technicians' training workshops were effective as indicated by the results of the trainings.

Pre-service teachers' Views on Social Media and Web2.0 Tools in Education ***Firat Sarsar***, Ege University, Izmir, Turkey

Exploratory mixed method research design was used in this study, in order to understand the pre-service teachers' views on SM&W2.0 Tools in education. This 14-week course aimed to help pre-service teachers how to decide which tools could be integrated in their classrooms and criticize which tool might be the more efficient than others. The majority of the pre-service teachers highlighted that they had positive attitudes at the end of the course.

285. Presidential Session: My 50+ year search for Effective, Efficient and Engaging Instruction
~~*8:00 am to 9:00 am*~~
Conf Ctr - Ballroom A

Changed to
Tuesday, October 18
2:15 pm to 3:15 pm

My 50+ year search for Effective, Efficient and Engaging Instruction ***M.David Merrill***, Retired Utah State University

Reflections on a Four Decade Search for Effective, Efficient and Engaging Instruction [More info to follow]

286. RTD - Animated Pedagogical Agents
8:00 am to 9:00 am
Conf Ctr - Ballroom E

Children's Choice of Pedagogical Agents ***Xiaoxia Huang***, Western Kentucky University; ***Justin Mathews***, Western Kentucky University; ***E-Ling Hsiao***, Valdosta State University; ***Linghao Liu***, Western Kentucky University

The purpose of this study was twofold: 1) test similarity-attraction theory in terms of children's selection of pedagogical agents designed to serve as virtual math tutors; and 2) examine whether math anxiety and math self-efficacy affect student choice of these pedagogical agents. Participants include more than one hundred middle school students. Results suggest that student gender predicted their choice of agent gender, confirming the similarity-attraction theory in terms of gender. In addition, student math self-efficacy level was found to predict their choice of agent gender. Implications of the results will be discussed during the presentation.

The Impact of Pedagogical Agent Persona on Learning: A Path Analysis Approach ***Noah L Schroeder***, Wright State University; ***William Romine***, Wright State University; ***Scotty D Craig***, Arizona State University

Pedagogical agents are virtual characters meant to facilitate learning. Research around agents has examined many facets of their interactions on learners' cognitive and affective responses, but researchers have yet to examine the impact of affective response on cognitive outcomes. We conducted a path analysis using Rasch measures from Ryu and Baylor's (2006) Agent Persona Instrument. The results have implications for both theory and practice, especially with increased interest around the cognitive affective theory of multimedia learning.

287. RTD - STEM Education
8:00 am to 9:00 am
Conf Ctr - Ballroom F

Promoting Exchange Students' Success in College Stem Courses ***Lucas Lima de Vasconcelos***, University of Georgia; ***ChanMin Kim***

Numerous calls have been made to recruit and retain Science, Technology, Engineering, and Mathematics (STEM) talent. In this presentation, we introduce a design-based research aiming to improve exchange students' success in college STEM courses. This proposal reports a Category 1 Completed exploratory study in which an intervention called "mental

contrasting with implementation intentions" (MCII) was implemented. Data analysis showed improvement in self-regulation of learning and academic performance.

Validation of the S-STEM survey: Conditions under a middle school robotics initiative ***Albert Dieter Ritzhaupt***, University of Florida; ***Anne Corinne Manley***, University of Florida; ***Wenjing Luo***, University of Florida; ***Hsin-Ro Wei***, University of Florida

With the increasing emphasis on STEM (Science, Technology, Engineering, and Mathematics) education, we are in need of effective and efficient measurement systems to assess STEM based programming. In this presentation, we present the results of a data collection effort using the S-STEM survey (Unfried, Faber, Stanhope, & Wiebe, 2015) on middle school students involved in a semester-long robotics program. We conduct multiple analyses on the S-STEM survey and report both validity and reliability evidence.

288. SICET - Active Learning & Social Presence
8:00 am to 9:00 am
Conf Ctr - Conference Rm 10

Turning passive watching to active learning: Engaging online learners through interactive video assessment tools ***Huei-Lien Chen***, Colorado State University; ***Sirui Wang***, SICET

Research in cognitive science has shown us that deep learning requires active knowledge construction, just passively watching videos will not lead to engagement in active learning. By using interactive video assessment tools such as Zaption, instructors can rapidly create interactive video content and track students' participation, engagements, and even catch misconceptions - through viewing data. Features of Zaption, analytic tool, and findings from participants' teaching and learning experiences will be presented and discussed.

[NR]How to Use UML to Design Digital Learning System ***Mei Xia Zhang***, Nantong University

Aiming at the deficiency existing in the digital learning system, this paper focuses on the improvement of three modules, namely, resource management, communication management and evaluation management by applying Web 2.0 technology.

Social Presence in Distance Education: A Meta Analysis Study ***Andy-Guoqiang Cui***, Virginia Tech; ***Shuyan Wang***, University of Southern Miss

Social presence is a construct that has been discussed extensively to study students' online learning experience. Despite the heated discussion of it, little has been written about how these studies were conducted and what was found in general. The purpose of this content analysis was to investigate studies on social presence in distance education and how these studies were conducted.

289. SMT - Comics and Comic Media as a Creative Tool to Teach Critical Skills
8:00 am to 9:00 am
Conf Ctr - Conference Rm 9

Comics and Comic Media as a Creative Tool to Teach Critical Skills: A Descriptive Case Study with implications for P-12 and Postsecondary Instruction ***Chris Miller***, Morehead State University

Comics, particularly superhero comics have been available for 75+ years. While comics have met varying levels of ridicule and resistance through the years they are now accepted more as media for teaching. This concurrent session addresses a case study of using comics and comic media to teach critical thinking and college preparatory skills. Additionally, this session will discuss the implications of using comics and comic media to teach content at the P-12 and post-secondary education levels.

290. SMT - Immersive Digital Art Experiences for Art Curation
8:00 am to 9:00 am
Conf Ctr - Conference Rm 7

Immersive digital art experiences for art curation ***Dennis Beck***, University of Arkansas; ***Scott Joseph Warren***, University of North Texas

As school funding in the U.S. continues to drop, arts education programs have suffered. One approach to overcoming this has been for organizations to develop innovative, technology-based curricula that allow students to learn about art from a distance. In this presentation, we discuss Museum Mash-up: American Identity Through the Arts. We focus on the Gallery Five immersive online museum space along with the mixed methods research regarding student experiences of learning art at a distance.

291. ST&C - A Sure Thing or Hedging Bets? Graduate Students Debate The Rise of Alt-Faculty Positions in Western Universities / STC and GSA Joint Panel

8:00 am to 9:00 am
Conf Ctr - Conference Rm 8

Chair:
Eugene Kowch, *University of Calgary - Faculty of Ed*

Debating an Increase in ALT-AC (Alt-Academic) Positions in the University and Their Impact on AECT Student Lives. ***Jennifer Englund***, University of Minnesota; ***Anne Elizabeth Montgomery***, University of Phoenix; ***Fan Ouyang***, University of Minnesota; ***aysegul gok***, Georgia State University Graduate Student; ***Eugene Kowch***, University of Calgary - Faculty of Ed

There is, among AECT GSA students a growing concern (and a need for more information and discussion about) Alt-AC or 'alternate academic' positions after graduation. Post Docs, interim positions, centre directorships and other forms of non tenure-track university employment are increasing. The AECT Graduate students in this panel will debate the pros and cons of ALT-AC positions in their future careers, with a Faculty Member responding to how this phenomenon might be changing student futures (after the debate). Join a lively discussion with us about shaping the careers of the field's emerging future leaders.

292. TED - Hot Topics: Social Media, Podcasting, and Cyberbullying
8:00 am to 9:00 am
Conf Ctr - Conference Rm 13

Communication breakdown: Understanding negative impacts of social media and developing curriculum to prevent it ***Shadow Armfield***, Shadow.Armfield@NAU.EDU; ***Michael Blocher***, Northern Arizona University; ***Laura Sujo-Montes***, Northern Arizona University; ***Elizabeth Moore***, Northern Arizona University

This session will provide participants with an understanding of how memes can be used to degrade users' connectedness in social networking environments. The presenters will then share how to positively affect communication in social media by being aware, proactive, and purposeful in preparing teachers and students to engage with others. When working collaboratively, teachers and students, can create learning environments, face-to-face and online, that involve positive digital citizenship, quality learning, and increasingly advanced communication skills.

Lessons Learned from an Online Cyberbullying Prevention and Intervention Course ***Yun-yin Huang***, National Tsing Hua University; ***Yin-Lan Chen***, National Chiao Tung University; ***Chien Chou***, no

Cyberbullying is an immediate and serious concern for educators and parents. Given school teachers play an important role to establish bullying-free environments, we developed an online training course for cyberbullying prevention/intervention for K12 teachers in Taiwan. From the design and implementation, we have gained a better understanding of what resources current teachers need and how the knowledge can be effectively delivered. We provide suggestions for implementing such online training and discuss relevant issues of cyberbullying.

The Value of Educational Podcasting Process in Preparing Pre-Service Teachers for the Teaching Profession ***Berkan CELIK***, Middle East Techical University / Yuzuncu Yil University; ***Zahide Yıldırım***, Middle East Technical University

The aim of this study is to explore the value of educational podcasting in preparing pre-service teachers for their teaching profession through engaging them in authentic material development and presenting a subject in their field of study. This study utilized a mixed method approach with convenience sampling. The results showed that podcast activities could be useful to train pre-service teachers for their teaching profession.

293. TED - TEDCamp: Get Your Game On!
8:00 am to 9:00 am
Conf Ctr - Conference Rm 11

[NR]Get Your Game On! ***Erin Spencer***, Northern Illinois University

Play and learn at the same time! Learn how to create a more engaging classroom environment using Gamification techniques. Discover how to apply game design mechanics to any classroom environment. Learn high-tech, low-tech, and no-tech ways to transform your classroom into a game where your students are the players. Learn how gamification can make classroom management easier and get students more excited about learning!

294. [TASET] New Media Educational Strategies
8:00 am to 9:00 am
Conf Ctr - Conference Rm 12

Chair:
Ana Donaldson, *University of Northern Iowa - Retired*

New Media Literacy As A Strategy For E-Learning Management ***Berkay Bulus***, Sakarya University; ***Aytekin Isman***, Sakarya University; ***Kubra Sultan Yusuncugil***, Sakarya University

This presentation aims to define new media literacy as a strategy for e-learning management. Today, the rise of Web 2.0 technologies have changed the structures of learning methods. E- learning environments need new skills. This study will explain how new media literacy skill can be utilized as an effective strategy for e-learning.

Strategies for Integrating eLearning Media in Turkey ***Kubra Sultan Yusuncugil***, Sakarya University; ***Aytekin Isman***, Sakarya University; ***Ana Donaldson***, University of Northern Iowa - Retired

This presentation is intended to share effective strategies on integrating technology tools and resources into online learning environments at Sakarya University (SU) in Turkey. SU has a commitment to quality in reaching a diverse population that has many of the same challenges faced globally by other institutions of Higher Learning. Attendees will be asked to share their own successful experiences and proven strategies.

295. Jenny K. Johnson International Hospitality Center - Thursday
9:00 am to 4:00 pm
Conf Ctr - Pavilion Walkthru

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

296. General Session - Play and Creativity in the Classroom (Thur)
9:15 am to 10:15 am
Conf Ctr - Ballroom A

Barry Kudrowitz is an assistant professor of product design at the University of Minnesota. He received his PhD from the Mechanical Engineering Department at the Massachusetts Institute of Technology (MIT), studying humor, creativity, and idea generation. Kudrowitz co-designed a Nerf toy, an elevator simulator that is in operation at the International Spy Museum in Washington, D.C., and a ketchup-dispensing robot that was featured on the Martha Stewart Show. Kudrowitz is the co-creator and course instructor of 2.00b Toy Product Design, in which he uses play as a means of getting students excited about engineering and product design.

297. CLT - Technology Use in Home, School and University Settings in Hong Kong, South Korea and the US
10:30 am to 11:30 am
Conf Ctr - Conference Rm 1

ICT usage at home of Hong Kong students: Understanding newly arrived children from Mainland China ***Miaoting Cheng***, The University of Hong Kong; ***Allan Hoi-kau Yuen***, The University of Hong Kong

This study presents findings of a survey on students from 27 secondary schools in Hong Kong. It aims to understand the newly arrived children's information and communication technology (ICT) usage at home compared with that of Hong Kong local students. Findings reveal four types of ICT usage at home, and significant differences between the two groups of students in terms of 'information search and learning' and 'online surfing and shopping'. Implications of findings are discussed.

A comparison of factors influencing students' use of technology in classroom between South Korea and the USA ***Won Sug Shin***, Korea University; ***Soo-yong Byun***, Penn State University; ***Insook Han***, Emporia State University

The purpose of this study is to investigate whether there are differences in factors that affect teachers' technology integration in South Korea and USA by using internationally representative data of teachers from The OECD Teaching and Learning International Survey (TALIS).This study provides empirical evidence allowing better understanding of teachers' technology integration between two countries; constructivist belief and cooperation among teachers which are proven to the most influential factors between two countries.

Exploring Affordances of Moodle in Context: A Study of Students' Experience in Higher Education ***Allan Hoi-kau Yuen***, The University of Hong Kong; ***Ripple Lian***, The University of Hong Kong; ***Annabelle Zhang***, The University of Hong Kong; ***Vincent Tam***, The University of Hong Kong

The purpose of this study is to conduct focus-group interviews with 23 tertiary students in a university in Hong Kong, examining issues concerning Moodle affordances. A cultural perspective of affordances

was explored and discussed. The data analysis shows cultural perspective as a re-occurring theme throughout the study. We argue that the design of Moodle and e-learning systems needs to seriously consider the cultural perspectives of affordance in addition to the technological and pedagogical affordance.

298. CLT - Testing Your Research Idea 2
10:30 am to 11:30 am
Conf Ctr - Conference Rm 4-5

Testing Your Research Idea - Panel 2 ***Camille Dickson-Deane***, University of Melbourne; ***Abbas Johari***, Cameron University; ***Michael K Thomas***, University of North Carolina Charlotte; ***Joi Moore***, University of Missouri; ***Erica Bass-Flimmons***, Georgia State 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.

Co-sponsored with GSA.

299. Committee: Leadership Development
10:30 am to 11:30 am
Conf Ctr - Ballroom C

Chair:
Linda L. Campion, *East Carolina University*

300. D&D - Instructional Designers
10:30 am to 11:30 am
Conf Ctr - Ballroom B

Competencies for Instructional Designers: A View from Employers ***Wei Qiang Kelly***, Florida State University; ***James Klein***, Florida State University

This presentation will describe a research study conducted to determine important competencies for instructional designers from employers' perspectives. The study included two phases – (1) an analysis of approximately 400 job announcements and (2) interviews with ID project managers. Based on current literature, competencies in the areas of instructional design, technology, communication, interpersonal skills, and management will be discussed.

Developing the Professional Competencies of Instructional Designers in a Collaborative Online Learning Environment ***Victoria Lowell*** and ***Iryna Ashby*** Purdue University

Professional competency skills, related to technical knowledge and project management, are important for the success of professional instructional designers. However, these skills are often deemphasized compared to other content covered in graduate courses. The goal of this presentation is to explore the means and strategies for advancing the professional competencies of novice instructional designers. The presenters will discuss the implications from pre- and post-tests, course assignments, and interviews with students and instructors.

301. D&D - Students' Perceptions and Motivation
10:30 am to 11:30 am
Conf Ctr - Ballroom D

A Graduate Evaluation Course Designed for Critical Thinking: Students' Motivation and Instructional Satisfaction ***Thomas Logan Arrington***, Florida State University; ***Aubteen Darabi***, 4623-C University Center, LSI

In this session, the authors describe how they used Systems Thinking and HPT framework in designing a graduate course on evaluation to promote learners' critical thinking according to Ennis's infusion and immersion approaches. They discuss the course's instructional strategies and learners' activities as broken down by five categories of higher order and critical thinking skills. Data on students' perception on the course's instructional motivation and their satisfaction with the overall instruction will also be presented.

Master University Instructor Certificate: A Blended, Flipped Classroom Approach to Professional Development ***Leaunda Hemphill***, Western Illinois University; ***Hoyet Hemphill***, Western Illinois University

The presentation will focus on a certificate program designed to help higher education 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, formative Year One evaluation results, revisions, and future direction will be provided.

Student Perceptions of Usability, Enjoyment and Vocabulary Learning: A Case of Vocabulary.Com

Berkan CELIK, Middle East Techical University / Yuzuncu Yil University; ***Tugce Aldemir***, Middle East Technical University

The purpose of this study is to to investigate the participants' perceptions of usability and enjoyment of Vocabulary.com web site in addition to their perceptions of vocabulary learning. . The data were collected after participants used the web site through an online questionnaire. The results showed that participants had high perception of vocabulary learning, yet they did not think that learning vocabulary is easy. The overall findings suggest that the web site some usability problems.

302. D&D - Virtual Environments and Multimedia
10:30 am to 11:30 am
Conf Ctr - Pavilion 6

Advancing Simulations and Experiential Learning with InterPLAY: How Theory Informs Design and Design Informs Theory ***Atsusi Hirumi***, University of Central Florida

Design research and the development of a Virtual Patient (VP) simulation titled NERVE, highlight the role of theory in informing design, and the role of design in refining theory. The InterPLAY instructional theory integrates story, play, and game with experiential learning principles, and serves as the pedagogical foundation for NERVE. This presentation describes how theory informed design and how design informed theory through a series of design research studies during the last year of development.

Multimedia and modality principles as a feedback strategy in multimedia learning environments: An eye tracking study ***Albert Dieter Ritzhaupt***, University of Florida; ***Carole Beal***, University of Florida; ***Robert O Davis***, University of Florida; ***Li Cheng***, University of Florida; ***Jiahui Wang***, 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. Trial 2) design with learner comprehension and satisfaction as the dependent measures. We also included a separate No Feedback condition as a control. Further, we used eye-tracking systems to monitor the participants during the intervention. Seventy-five (n = 15, per condition) participants were recruited from a public southeastern university in the U.S.

303. D&D/ELT Pecha Kucha
10:30 am to 11:30 am
Conf Ctr - Ballroom G

Participants

Knowledge Based Artificial Intelligence Technology: The Next Step In Academic Instructional Tools ***Dale Crowe***, *University of Phoenix*
Martin La Pierre Jr., *University of Phoenix*
Mansureh Kebritchi, *University of Phoenix*

The primary focus of the research was to take one aspect of current academic tools (scholarly writing) and to examine the strengths and weaknesses of each, in addition to exploring the potential benefits and practicality of migration to knowledge-based applications, and developing a plan and model for developing a comprehensive Scholarly Writing Software. A knowledge-based system (KBS) has the potential to interact with a word processing program (e.g. Microsoft Word).

A Hero's Journey: The Use of Gamification to Engage Graduate Educational Technology Students
Francisco V. Jumawan, *University of Hawaii*
Peter Leong, *University of Hawaii-Manoa*
Matthew Baylor, *University of Hawaii-Manoa*

This case study describes the gamification of an educational technology graduate course at the University of Hawai'i. The Hero's Journey framework was used to support the narrative of the gamification process. Other gamification elements which include experience points, levels and leaderboards were used to help enhance the students course experience and engage in the content. We will share the process and the lessons learned from the gamification process.

Using Telepresence Robot to Provide Authentic Communicative Practices to Remote Foreign Language Learners ***Jian Liao***, *Learning, Design, and Technology, Penn State University*

Authentic communicative practice is crucial for fostering foreign language learners' communicative competence. However, most learners don't have enough chances to travel to the target countries due to expensive cost. This paper proposes a solution using telepresence robot to support the interaction between remote foreign language learners and native speakers in real conversational scenarios. By analyzing the interview, field notes, and video clips, this study shows that telepresence robot has huge potential on foreign language learning.

304. DDL - Community & Social Presence
10:30 am to 11:30 am
Conf Ctr - Pavilion 9

The Presence+Experience Framework: Supporting the Purposeful Design of Presence in Online Courses ***Joanna Dunlap***, University of Colorado Denver; ***Heather Johnson***, University of Colorado Denver; ***Geeta Verma***, University of Colorado Denver

We will share a framework for the purposeful design of presence in online courses. The framework—referred to as the Presence+Experience (P+E) framework—merges the Community of Inquiry (CoI) model with Kolb's experiential learning cycle. We will share the framework and results of the redesign of our math and science teaching-methods courses, and engage the audience in a conversation about using the framework when (re)designing online courses. Audience: instructional designers/technologists, eLearning designers and specialists, STEM/teacher educators.

Effects of Learner-to-Learner Interactions on Social Presence, Achievement and Satisfaction ***Beth Oyarzun***, UNCW; ***Jill Stefaniak***, Old Dominion University; ***Linda Bol***, Old Dominion University; ***Gary Morrison***, Old Dominion University

The current focus of research regarding online courses concentrates on identifying effective design and delivery methodologies. This session will report a non-experimental comparative research study, which investigated two types of learner-to-learner interactions effects on achievement, social presence, and learning satisfaction in online courses. Designed interactions have a high level of collaborative or cooperative intent. Results indicate designed interactions positively affect achievement and satisfaction. Implications for designing interactive experiences in online courses will also be discussed.

What Makes Online Learning Sociable?: Examining Discussion Group Size And Supplementary Facebook Groups ***Eunbae Lee***, Georgia Southern University; ***Mete Akcaoglu***, Georgia Southern University

We discuss results from two empirical studies on factors impacting the sociability in asynchronous online graduate courses: discussion group size and social media groups. Sociability is an environmental attribute: it is the extent to which it facilitates social interaction. Results showed that student perceptions of sociability can be enhanced when they are placed in small, permanent discussion groups and when they participate in supplementary Facebook groups. We discuss implications on design decisions for online learning.

305. DDL - Multimedia & Video
10:30 am to 11:30 am
Conf Ctr - Pavilion 11

Empirical Effects of Multimedia Design on Perception, Learning Effectiveness, and Cognitive Load ***Miguel Ramlatchan***, Old Dominion University; ***Ginger S Watson***, Old Dominion University; ***Peter Baker***, Old Dominion University; ***John Baaki***, Old Dominion University

Today's multimedia tools allow for unprecedented displays of design creativity. This session presents the results of an experimental study exploring the use of contemporary multimedia design techniques to help determine optimal video and presentation designs for distance and online classes. This study compared five different multimedia designs, all with the same content, in terms of learning effectiveness, student perception, and cognitive load. The results indicate how designers can best focus their multimedia design creativity.

How Long is Too Long? The Effect of Segmenting Instructional Video ***Penny Thompson***, Oklahoma State University; ***Ying Xiu***, Oklahoma State University; ***Jessica Tsotsoros***, Oklahoma State University; ***Michelle A. Robertson***, Oklahoma State University

This study compared a 14-minute online instructional video with the same content split into three segments to explore how video length affects students' learning and how students perceive and interact with the video. We found no significant differences between long and short video groups on measures of learning, interaction with or perceptions of the video, but participants who engaged in multitasking other than texting performed worse on the learning measure.

306. DDL - VoiceThread for Feedback
10:30 am to 11:30 am
Conf Ctr - Pavilion 10

VoiceThread: A design critique model for implementing asynchronous feedback into online, problem-based learning ***Jody Lawrence***, University of Minnesota, College of Design; ***Stephanie Watson Zollinger***, University of Minnesota, College of Design

This session will discuss the integration of VoiceThread into a traditional design studio to promote

the fluid exchange of ideas. Using design education as a model for problem-based learning, this session shares teacher and learner experiences using online, asynchronous feedback as a supplement to in-person critiques. The experiences suggest VoiceThread as practical method for facilitating the quality feedback necessary for project development, and as an effective tool that enhances any course.

307. ELT - Creativity and Learning in the Classroom
10:30 am to 11:30 am
Conf Ctr - Conference Rm 6

Creativity and Learning in the Classroom: Designing Fully Functional Mobile Apps to Learn About Course Content ***Jack Powers***, Ithaca College; ***Dennis Charsky***, Ithaca College

Students prefer using apps on their smartphones to using web sites- even those designed for mobile devices (Hoff, 2015). By incorporating app development in the classroom, teachers of all stripes can foster student creativity by having students develop original apps that emphasize course content. This interactive presentation demonstrates apps developed by students over the past year and offers educators suggestions for how to incorporate creative app projects into the course curriculum.

308. ELT - Game-Based Science Inquiry Learning and Assessment
10:30 am to 11:30 am
Conf Ctr - Conference Rm 2-3

Game-Based Science Inquiry Learning and Assessment ***Yiping Lou***, University of South Florida; ***Lucille Moon-Michel***, University of South Florida; ***Ora Tanner***, University of South Florida; ***Jessica Hooper***, University of South Florida

The K-12 Math and Science Partnership (MSP) project, a partnership between University of South Florida and three school districts, is developing a series of scenario-based science inquiry games (SB-SIG) with embedded assessment. The games are designed to provide three dimensional science learning that integrates core scientific ideas, cross discipline concepts, and scientific practices (NRC, 2013). Design features of four games in Earth, Life, and Physical sciences, the assessment framework, and design-based research findings will be presented.

309. GSA -Meet the Editors of AECT Journals
10:30 am to 11:30 am
Conf Ctr - Conference Rm 14

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*
Marcus Childress, *Baker University*
Hengtao Tang, *Penn State*

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.

310. INTL - Global Learning Network with International Scholars
10:30 am to 11:30 am
Conf Ctr - Pavilion 3

Global Learning Network with International Scholars: International Forum ***Chih-Hsiung Tu***, Northern Arizona University; ***Mustafa Çağatay Tok***, Anadolu University; ***Mujgan Bozkaya Yazici***, Anadolu University; ***Irem ERDEM-AYDIN***, Anadolu University; ***Özlem KAYA***, Anadolu University; ***Eda Kaypak***, Anadolu University; ***Emrah Emre OZKESKIN***, Anadolu University; ***Hoda Harati***, Northern Arizona University; ***Claudia Rodas***, 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.

311. OTP -Membership Meeting
10:30 am to 11:30 am
Conf Ctr - Conference Rm 12

Chair:
Tim Boileau, *Indiana State University*

Presenters:
Nancy B. Hastings, *University of West Florida*
Jennifer Bauman, *Quicken Loans*
Holley Handley Langille, *University of West Florida*
Jennifer Brown, *Old Dominion University*

Lisa A. Giacumo, *Boise State University*
Brittnee Fisher, *University of West Florida*
Brandi M Prather-Leming, *University of Saint Francis*

312. Presidential: Advancing Education
10:30 am to 11:30 am
Conf Ctr - Ballroom A

A free flowing conversation between our two keynote speakers, Philip Yenawine, creator of Visual Thinking Strategies, and Barry Kudrowitz,product designer, inventor, and food designer. This open-ended session is designed to respond to questions from audience members and to connect with new ideas in education and learning.

313. RTD - Digital Video Games and Learning
10:30 am to 11:30 am
Conf Ctr - Ballroom E

How to identify a video game that improves attentional capabilities: An exploratory Action Video Game Characteristics Instrument ***Elena Novak***, Kent State University; ***Janet Tassell***, Western Kentucky University

Action video games (AVGs) is an effective way to improve attention skills that are important for academic foundations. However, there are no evidence-based rules for selecting a game that can lead to attentional improvements. This exploratory study aims to develop an instrument that distinguishes AVGs from other video game genres, and examine individuals' perceptions of specific video games. Exploratory factor analysis revealed five factors that characterize AVGs that were further supported by an experimental study.

Student Authored Digital Games as Authentic Learning Tools: Using the Can You Create a Game Framework in Elementary Classrooms ***Leanna Prater***, University of Kentucky; ***Joan Mazur***, University of Kentucky

Teachers struggle to make connections between the use of freely available game authoring software and state mandated content standards for assessment. This research examined three elementary STEM teachers use of the Can You Create a Game Challenge developed by the author within 4th and 5th grade classrooms, including assessment of Next Generation Science standards. Findings from the research, the framework, example game tasks and rubrics, as well as areas for further research will be shared.

314. RTD - Inquiry and Case-Based Learning
10:30 am to 11:30 am
Conf Ctr - Ballroom F

Exploring Veterinary Students' Learning Experience of a Failure-driven Case-based Learning Module for Promoting Problem-solving Skills ***Hui Rong***, UGA; ***Ikseon Choi***, The University of Georgia; ***Chad Schmiedt***, The University of Georgia; ***kevin Clarke***, The University of Georgia

In reality, practitioners experience success and failure and learn from both, but little literature exists regarding learning from failure cases. To shed more light on the topic, a failure-driven case-based learning module is developed and implemented among senior veterinary students. A qualitative study is conducted to explore how veterinary students experience and learn from failure in CBL environments. Research findings and design principles based on the findings will be presented during the session.

Identifying Peer Scaffolding Types and Interaction Patterns in Inquiry-based Learning ***Suhkyung Shin***, Indiana University; ***Thomas Brush***, Indiana University; ***Krista Glazewski***, Indiana University

This study explored the interaction pattern of peer 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 investigate group interaction patterns. Recommendations for designing and implementing collaboration activities in inquiry-based learning classrooms to support students' inquiry-based learning experience will be presented.

315. SICET Affiliate Keynotes
10:30 am to 11:30 am
Conf Ctr - Conference Rm 10

Surveying Current Status of Online and Blended Learning in Chinese Universities ***Xibin Han***, Tsinghua University; ***Li Chen***, Beijing Normal University

This talk will present a comprehensive view of current status of online and blended learning in higher education in China. The presenters will reveal two major research studies and highlight the core content in a 2-volume book about the interpretation and research of MOOCs in the context of China education (Han, Wang, Zhang, & Cheng, 2016). The session will be meaningful to decision makers, educators, instructional design professionals, and scholars in online and blended learning in a gradually globalized learning landscape. The first major research will report the results of a large-scale study of online learning with MOOCs, on the basis of surveying 42 Chinese universities, 14 MOOC platforms, 1388

online courses and 22952 learners. The results include the examination and analysis of the technological characteristic of MOOCs platforms, demographic characteristics and digital learning competencies of learners, satisfaction and learning difficulties expressed by the learners, design and delivery of courses, procedures of awarding credentials and recognition of credits, and the development and adoption policies of online courses in these universities. The second major research is a longitudinal study on blended learning in five universities in China between 2002 and 2015. This part will report the collective case study and the results in investigating the most influential factors that impacted blended learning adoption and implementation in these cases. The identified factors include but are not limited to infrastructure building, professional development, policy formulation, and partnership. Among the envisioned improving measures, a clearer institutional vision, stronger support to teaching faculty/staff and students, increased research and emphasis on evaluation are proposed as the potential future steps to take so that teaching faculty/staff and students can become cognitively and technologically prepared for blended learning. To highlight the conceptual framework of such studies in the future, the presenters will argue that blended learning would be the leading trend of education delivery on and off campuses in various type of universities; and that blending can catalyze the effective transition of human learning to be more ubiquitous and accessible to all learners. The talk will conclude with proposing a new conceptual framework, uMOOCS (ubiquitous Massive Open Online Course System) (Han, Wang, Zhang, & Cheng, 2016). uMOOCs is proposed to integrate learning in and outside of campuses, blending normal and informal learning, and sustaining learning at life and work settings anytime, anywhere for anyone with any devices.

Promote Active Learning with the Flipped Model ***Shuyan Wang***, University of Southern Miss; ***Andy-Guoqiang Cui***, Virginia Tech

This presentation will explain the Flipped Classroom teaching model implemented in a Digital Design course, share students' learning experiences, and discuss the pros/cons of using flipped classroom teaching method to motivate students' active learning.

316. SMT - Creating a Customizable Differentiated, Classroom Environment
10:30 am to 11:30 am
Conf Ctr - Conference Rm 7

Creating a Customizable Differentiated, Classroom Environment ***George Ober***, William Floyd School District, Mastic Beach NY

Creating a Customizable, Differentiated Blended Learning Classroom by integrating technology while maintaining best teaching practices will increase student engagement and build higher order thinking and develop creativity. Creating an online and in-class visual environment where formative assessment is embedded in instruction, teachers can personalize learning and differentiate instruction. Blended Learning transforms classrooms into student-centered environments where critical thinking, communication, collaboration and creativity are necessary skills required for success in the 21st century.

317. ST&C - Affecting Change Panel: Distance Learning and Systems Thinking & Change Divisions
10:30 am to 11:30 am
Conf Ctr - Conference Rm 8

Chair:
M. Aaron Bond, *Virginia Tech*

Affecting Change Panel: Distance Learning and Systems Thinking & Change Divisions ***M. Aaron Bond***, Virginia Tech; ***George Veletsianos***, Royal Roads University; ***Lujean Baab***, Virginia Tech; ***Curtis J. Bonk***, Indiana University; ***David Wiley***, Brigham Young University

This interdisciplinary panel will present researchers and practitioners who will identify problems of practice or research that they are working to solve, and they will identify 3 factors that are either enabling or constraining broader change they wish to see occur in a specific context. By combining the Division of Distance Learning thinking with Systems Thinking and Change Division perspectives we'll brainstorm, with the audience, how to amplify or reconsider specific, perhaps more sustainable change from great research/practice efforts.

318. ST&C - Change A Space to Change Our Minds
10:30 am to 11:30 am
Conf Ctr - Conference Rm 9

Transforming Classrooms into Learning Studios: What does it take to make classrooms a living space? ***Sinem Aslan***, Intel Corporation; ***Charles Morgan Reigeluth***, Indiana University; ***Sinem Emine Mete***, Intel

In this presentation, we will start with the significance

of transforming schools' physical spaces to support the learner-centered paradigm of education: From classrooms to learning studios. We will specially discuss key features of learning studios related to self-directed project-based learning. We will share some of the best practices relevant to learning studios allowing different learning scenarios for various educational activities, including whole group instruction, workgroup collaboration, and teacher/student mentoring.

[NR]Power of Massive Informal Learning Environments ***Donny K Tusler***, Pennsylvania State University; ***Nicole Wang***, Penn State University

Massive Informal Learning Environments (MILEs) span across the World Wide Web pervasively influencing learning. Simply, M.I.L.E.s is a network of platforms, where people share and learn from each other. This paper will discuss the persuasive characteristics of MILEs and the nuances that affect learners, and how MILEs can play a crucial role in informal learning.

319. TED - Gamification and ePortfolios in Teacher Education
10:30 am to 11:30 am
Conf Ctr - Conference Rm 13

Bringing the "e" to Portfolios: One University's Quest to Transition Teacher Education Candidates ***Aimee Michelle Brenner***, Averett University; ***Samantha Blevins***, Radford University

ePortfolios, defined as digital containers that are capable of displaying audio, graphical, and textual artifacts (Barrett, 2000), have become increasingly popular for use at the university level (Watson & Doolittle, 2011). This session will describe the ongoing process of transitioning one small university's teacher education program from paper-based portfolios to ePortfolios as it relates to the utilized ePortfolio implementation framework. Presenters will discuss the successes and opportunities for growth when bringing ePortfolios to an entire program utilizing this ePortfolio implementation framework.

Creating a Gamified Online Learning Environment for Graduate Education Students ***Carrie Lewis Miller***, Minnesota State University

This presentation will provide an overview of how game theory and specific tools in D2L Brightspace (intelligent agents, checklists, release conditions, and groups tool) were used to create a gamified environment where graduate education students can "level up" and "beat the boss level". Implementation and design challenges as well as lessons learned will also be discussed.

320. TED - TEDCamp: Strategies for Engaging Students
10:30 am to 11:30 am
Conf Ctr - Conference Rm 11

Mathematics, the Stock Market and Technology:Learning How the Market Works Using an Interactive Game ***Terri L. Kurz***, Arizona State University, Polytechnic; ***Ivana Batarelo Kokic***, University of Split, Croatia

Integrated, interdisciplinary curriculum can enhance learning by using technology to contextualize content focused on meaning. In this presentation, participants will learn how to use a free online technology (www.marketwatch.com) to support the development of mathematics and investing using a stock market game appropriate for secondary and/or university levels. An integrated lesson that took place in a mathematics methodology course will be showcased. Participants will dynamically learn through interactions with the game (bring your laptop).

One Heart Anti-Bullying Program ***Janet Lee***, University of Tampa

One Heart uses distributed learning tools to engage students in critical conversations about bullying. Dynamic interviews with children, teenagers, and adults provide the material for discussion. Teachers utilize interactive study guides to facilitate meaningful conversations and explore strategies to discuss bullying in the school and beyond. This program starts the conversation in classrooms while training teachers to facilitate safe environments for discussion. Visit www.oneheartworkshop.com

321. General Session - Tech Travesties
11:45 am to 12:45 pm
Conf Ctr - Ballroom A

Presenters:
Kyle L. Peck, *Pennsylvania State University*
Thomas C. Reeves, *The University of Georgia*
Marcus Childress, *Baker University*
Marshall G. Jones, *Winthrop University*
Steve Harmon, *Georgia State University*
Barbara Lockee, *Virginia Tech*

322. AECT Past Presidents Lunch *(Past AECT Presidents only)*
1:00 pm to 2:30 pm
Conf Ctr - Executive Board Rm

323. CLT - Shaping Your Career in Instructional Science
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 2-3

Shaping Your Career in Instructional Science ***Constance Harris***, George Mason University; ***Sara West Bechtold***, University of Arizona South; ***Lisa A. Giacumo***, Boise State University; ***Edward Francis Schneider***, University of South Florida; ***Erica Bass-Flimmons***, Georgia State University

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.

Co-sponsored with GSA.

324. CLT - Technology, Race and Social Justice in Schools
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 1

ePortfolios, Race, and Teacher Education ***Michael K Thomas***, University of North Carolina Charlotte; ***Katrina Liu***, UNLV

This paper reports on an analysis of White prospective teacher ePortfolio reflections using the theoretical framework of critical race theory (CRT). Results indicate that institutional racism and individual practice interact and reinforce each other (a) Most of the White prospective teachers did not see the existence of racism or distance themselves from the issue of race by stating they are not racist (b) Prospective teachers reinforced institutional racism in their classrooms not necessarily realizing it.

Classroom Technology Under the Soteriology of Choice: "School Culture," Social Justice, and the Education Debt ***Richard C Miller***, University of Nevada Las Vegas; ***Katrina Liu***, UNLV

This research examines the relationship of school culture, classroom technology, and teaching in learning in terms of social justice and the education debt. By cross-analyzing three disparate data sources (two qualitative and one quantitative), we show that both teaching and learning can be improved through classroom technology more effectively when planned and implemented in a culture of distributed leadership, and used with reference to the funds of knowledge brought by students and their families.

325. D&D - Assessment
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 6

Develop an Authentic Assessment Model for Competency-based Education ***Terry Tao***, University of Wisconsin - Extension CEOEL; ***Ryan Anderson***, University of Wisconsin - Extension

In competency-based education, courses are designed as self-paced format for students. Students need to take assessments to verify mastery of competency. The quality of the assessment is essential to the quality of the program. This authentic assessment model provides a framework for faculty and instructional designer to develop authentic assessments that validate student mastery of competency. This model helps faculty to organize assessments in different formats, prepare assessment components, and anticipate the development workload.

326. D&D - Course Examination & Reflection
1:00 pm to 2:00 pm
Conf Ctr - Ballroom B

Examining the Own it, Learn it, and Share it Framework for Engagement with Student-Centered Learning ***Eunbae Lee***, Georgia Southern University; ***Christopher M. Brown***, Georgia Southern University

This empirical study reports the findings from the implementation of the Own it, Learn it, and Share it (OLSit) framework to enhance student engagement during student-centered learning in an undergraduate course. 74 students researched a topic of their passion, created digital artifacts, and shared them with wider audiences. OLSit proved effective in scaffolding autonomous engagement. Presenters will discuss the viability of OLSit and propose refined design guidelines for future implementations.

Reflection and Professional Identity Development in Design Education ***Monica Tracey***, Wayne State University

Design thinking locates the designer as the arbiter of the design space, personally responsible for managing uncertainty leveraging failures, and gaining insight

through reflection to maintain momentum and deliver meaningful design outcomes. This qualitative study investigated the use of reflective writing in an introductory instructional design course to help students explore and interpret their design beliefs, experiences, and self-awareness. Presentation of results and implications for design education and research are discussed.

327. D&D - Fostering Creativity with Twine, a Simple Tool for Developing Choose-your-own-adventure and Interactive Fiction Digital Games
1:00 pm to 2:00 pm
Conf Ctr - Ballroom D

Fostering Creativity with Twine, a Simple Tool for Developing Choose-your-own-adventure and Interactive Fiction Digital Games ***Matthew Schmidt***, University of Cincinnati; ***Lucas John Jensen***, The University of Georgia; ***Andrew Tawfik***, Northern Illinois University

In this panel discussion, discussants will begin by presenting a simple Free and Open Source tool named Twine for developing and deploying choose-your-own-adventure and interactive fiction digital games. This will be followed by the discussants sharing their own experiences using the tool and teaching students to use the tool. The discussants will then showcase the learning environments they and their students have developed using this tool. Implications for research and practice will be discussed.

328. D&D - Games
1:00 pm to 2:00 pm
Conf Ctr - Ballroom G

Designing the Class as a Game to Promote Active Learning in K-12 Education ***SEYEDAHMAD RAHIMI***, Florida State University; ***Valerie J. Shute***, The Florida State University

The aim of this review paper is to a) identify the game elements that can be used in classrooms to motivate, engage, and challenge students and maintain their interest, b) discuss the research studies that have been done in this area, and c) provide future research suggestions at the end.

[NR]Designing, Developing, and Researching an Educational Digital Game ***Yavuz Samur***, Bahcesehir University

Research studies on game based learning are promising, however designing educational games is a big challenge for educators. As it is hard to find sound digital educational games on the market, the objective of this study is to design, develop and evaluate the effects of digital educational game on kindergarten students' learning and motivation. For this aim, an educational game for tablet computers has designed for teaching and practicing "sounds" for kindergarten students.

329. DDL -Membership Meeting
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 10

330. ELT - How Can Computer Games Change the Way We Read?
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 4-5

How Can Computer Games Change the Way We Read? ***Glenn Gordon Smith***, University of South Florida; ***Hannah R. Gerber***, Sam Houston State University; ***Sandra Schamroth Abrams***, St. Johns University

This panel on digital texts and computer games will discuss: (1) How can educational games be embedded in text? What games improve reading? (2) How can researchers assess reading gains resulting from games? How can stealth assessment be designed into digital text with computer games, to automatically gather "process" variables as children read? (3) What forms of educationally valuable of interactive ebooks might emerge in the marketplace?

331. FR - Teacher Education
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 9

Student teaching experience and pre-service teachers' readiness for technology integration: A mixed methods study ***Yan Sun***, University of West Alabama; ***Michele Jacobsen***, University of Calgary

Adopting a two-phase explanatory sequential mixed methods research design, the current study examined the impact of student teaching experience on pre-service teachers' readiness for technology integration. In phase-1 of quantitative investigation, 2-level growth curve models were fitted using online repeated measures survey data collected from 68 pre-service teachers doing their student teaching. In phase-2 of qualitative investigation, follow-up interview data collected from 11 pre-service teachers among those who participated in the online surveys were analyzed.

332. GSA -Panel: Through the Looking Glass: What is the Future of Las Vegas Education?
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 14

Facilitator:
Jason A Engerman, *Penn State University*

Presenters:
Kim Metcalf, *University of Nevada, Las Vegas College of Education*
Charles C Okeke, *College of Southern Nevada*
Philip Yenawine, *Visual Thinking Strategies*

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.

333. INTL/ICEM - Information Literacy Skills, Career Needs & Mobile Device Ownership
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 3

International Graduate Students' Information Literacy Skills: Perceived vs. Test Assessed ***Monica Rysavy***, Goldey-Beacom College; ***Russell Michalak***, Goldey-Beacom College

In 2015, an information literacy team designed an instrument to determine international graduate business students' perceptions of their information literacy (IL) skills and their actual skills. This instrument was delivered electronically to 932 international graduate business students at a small four-year masters-level college with a specialization in business. Overall, students surveyed believed they had adequate skills in all five of the IL areas, however test scores indicated that they were below standard in all areas.

Aligning Multiple Perspectives on the Career Needs of International Students ***Erin Mills***, Regent university; ***Jill Stefaniak***, Old Dominion University

This qualitative study focused on an environmental analysis and needs assessment to identify the perceived connections between international students and their access or barriers to utilizing career service support with the intent of bridging the gap between international students and the resources available to them. Phenomenological characteristics were used to gather information from multiple sample sources in order to triangulate international students, staff members, and international faculty perspectives.

College Student Profiling And Mobile Device Ownership ***Cheng-Chang (Sam) Pan***, Nova Southeastern University; ***Stephen Sivo***, University of Central Florida

The present study is intended to serve two purposes: (a) follow up on an earlier multiple regression study on four predictor variables, USC, IUC, ICC, and AFF and one criterion variable, ITT, using archival data and four analyzed student profiles/clusters, and (b) explore to what degree these predictor variables and student clusters predict ownership of mobile devices. Preliminary results suggested that student clusters hardly predict mobile device ownership of any sort, but student affinity for technology does.

334. NJASL - K-12 Technology Integration Practices: Stakeholders' Perspectives on Creative Collaboration
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 11

K-12 Technology Integration Practices: Stakeholders' Perspectives on Creative Collaboration ***Leslie Blatt***, School Media Technology Division; ***Paige Hale***, Eastern Kentucky University

This session will examine the practices of K-12 stakeholders as they collaborate with classroom teachers in support of creatively inclusive technology-driven instruction. The presenters will discuss their own experiences in K-12 school systems including techniques and technologies used to support instruction. The results of a survey administered to a diverse group of K-12 support stakeholders will also be discussed. The stakeholders include School Library Media Specialists, School Psychologists, Speech-Language Pathologists, Music Teachers, and others.

335. OTP - Workplace Learning
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 12

Employees Perspectives on MOOCs for Vocational Education and Workplace Learning ***Dirk Ifenthaler***, University of Mannheim

This proposal reports an in-progress study on the acceptance of Massive Open Online Courses for vocational education and workplace learning with a specific focus on the perspectives of employees. The findings of a pilot survey study indicate that the

majority of participants see the benefits of corporate Massive Open Online Courses. However, corporate MOOCs are required to focus on specific work-related issues which in most cases require custom-built content and expert teachers from within the business context.

A Study of Carroll's Model of School Learning and Distance Learning for Law Enforcement Officers ***Dinah Johnson***, Doctoral Student at University of West Florida; ***Holly Ellis***, University of West Florida

Training is an essential component of the law enforcement profession The purpose of this research study is to examine the relationship between online distance learning for officers and Carroll's School of Model Learning as a theoretical foundation. This will be accomplished by determining whether there is a statistically significant relationship between five independent variables in relation to academic achievement, which is the dependent variable.

336. ELT - Posters Session 1
1:00 pm to 2:00 pm
Conf Ctr - Ballroom C

ELT: A Design Case of Book-Like Two-Column Web Design ***Kei Tomita***, Indiana University Bloomignton

People construct visual memory while reading, but the act of scrolling distracts this process (Liu, 2008). To avoid scrolling, webmasters tend to increase the number of pages so that each page becomes short. However, separating content into multiple pages could lead to the violation of Mayer's (2009) spatial contiguity principle: related content should be displayed close to each other. In order to solve the problem, this design case proposes a book-like two-column web design.

ELT: Designing Pleasurable Educational Gamification for Undergraduates ***Gulinna A***, Fort Hays State University

This mixed-method research aims to design a valid instrument for analyzing university undergraduate student preferences for the different aspects of pleasurability in educational gamification. A 4-point Likert scale will be developed to explore the relationships between undergraduates' pleasurable learning experiences and the game factors in educational gamification. The findings of this research inform instructors and instructional designers of the most desirable game factors that can make students' learning experiences more pleasurable.

ELT: Perceived Fidelity, Workload, and Cognitive Load of Pre-Service Teachers using TeachLivE ***Joshua Stubbs***, Old Dominion University; ***Ginger S Watson***, Old Dominion University; ***Peter Baker***, Old Dominion University

The popularity of the TeachLivE has outstripped focused research on TeachLivE's simulation fidelity, cognitive load impact, and workload. Determining how users perceive these factors may allow for deeper analysis of the effectiveness of TeachLivE specifically, while still adding the body of research regarding instructional simulators. This study begins to assess the factors of fidelity, workload, and cognitive load by measuring the perceptions of pre-service teachers using TeachLivE as part of a classroom management course.

ELT: The effects of utilizing simulation to promote learning in a higher education STEM classroom ***Jui-Ling Chiang***, Northern Illinois University; ***Wei-Chen Hung***, Northern Illinois University; ***Wei Luo***, Northern Illinois University

Current research on simulation in educational environments vary. However, studies of scaffolding strategies used within web-based simulation in science learning subjects in higher education settings are limited (Smetana & Bell, 2012). This experimental study is to determine the effects and impact of using simulation tools on learning outcomes, which includes content knowledge and problem-solving skills, in a geography lab. Our findings support the scaffolding embedded simulation tool successfully enhancing students' learning on content knowledge acquisition.

337. Presidential: Human Learning and Machine Learning: A Partnership for Creative Design
1:00 pm to 2:00 pm
Conf Ctr - Ballroom A

Human Learning and Machine Learning: A Partnership for Creative Design ***Thomas C. Reeves***, The University of Georgia

There is growing concern about what some see as a race between human learning and machine learning. A more optimistic perspective views deep learning algorithms as having enormous potential to extend human creativity, especially in design fields such as engineering, architecture, and instructional design. For example, engineers collaborating with deep learning software are producing new designs that neither humans nor machines could develop alone. This session explores the future of deep learning in educational technology.

338. RTD - Online Instruction: Social Presence and Geriatric Learners
1:00 pm to 2:00 pm
Conf Ctr - Ballroom E

Using Online Instruction to Build Confidence and Save Lives ***Grant Chartrand***, University of Hawaii at Manoa

Senior citizens are vulnerable to natural hazards and many are unable to live alone without the assistance of family members or caregivers. This proposal reports a Category 1 Completed Study on an instructional module designed to train adults in disaster preparedness for senior citizens. Results show an increase in confidence after completing the training module. Knowing what to do is not enough—-one must have the confidence to act in order to save lives.

The Great Social Presence Debate: What is it? How to create it? ***Amie Norden***, University of Minnesota

Social presence is a currently hot topic in online learning. It is presented as a solution for design problems, yet there are many latent issues surrounding the topic of social presence. This research study explored the concept by harkening back to the original conception but through the lens of current online learning: a consilience of psychological closeness and technology modality. The study explored the evolution of social presence as well as its current implementation in online courses.

339. RTD - Technology-Rich Learning
1:00 pm to 2:00 pm
Conf Ctr - Ballroom F

K-12 Teacher Perceptions and Technology Pedagogical Knowledge (TPK) in a Blended Learning Environment ***Deana Kathryn Patson***, K-12 Educator; ***Jin Mao***, Wilkes University

This quantitative study investigated K-12 teacher perceptions and technological pedagogical knowledge (TPK) in a blended learning environment implementing a station-rotation model of blended learning. Results indicated an increase in teachers' perceptions of student-centered learning and a strong positive relationship exists between teachers' perceptions of student-centered learning and teachers' technological pedagogical knowledge (TPK). Presenters will discuss the research findings regarding teachers' perceptions and TPK as well as the implementation of blended learning in K-12 environments.

The effectiveness of the flipped classroom: A meta-analysis of the empirical literature ***Li Cheng***, University of Florida; ***Albert Dieter Ritzhaupt***, University of Florida; ***Pavlo Antonenko***, University of Florida

The notion of the flipped classroom has gained momentum in both K-12 and higher education. Several empirical studies have been executed to examine the efficacy of this instructional approach. However, to date, none have attempted a meta-analysis on this literature base. The literature on the flipped classroom spans virtually every content area and school level. This study seeks to examine the overall effect size of the flipped classroom in relation to several moderating variables.

340. Roundtables Session 1
1:00 pm to 2:00 pm
Conf Ctr - Ballroom C

Participants

CLT: Can You Hear Me Now?: An Exploration of Mobile Phone Usage in Rural Thailand ***Carley Kramer***, *University of Tampa*

With global usage of mobile phones on the rise, the technology is being harnessed in new and exciting ways to benefit diverse populations. One such application is for educational purposes; not only in modern classrooms, but also in the urban slums and rural communities of developing nations. This study examines mobile phone penetration and usage in a small community in Northern Thailand. Over a 4-week period, a multidisciplinary research team conducted interviews with 18 participants. The data collected through this exploratory study indicated that a majority of the respondents (88.9%) have access to mobile technology. Of those respondents, only 12.5% designated that they are using their mobile devices for educational purposes. However, the qualitative data suggests otherwise; an idea that the research team explores further in this research paper.

CLT: Effective Technology Integration in Low Socio-Economic K-12 Schools: Barriers Unique to Their Teachers ***Catrice Erika Mané***, *University of Georgia*

In-service teachers in high poverty K-12 schools are not integrating technology transformatively due to student- and teacher - related barriers associated with multiculturalism (e.g., classroom management, low-expectations for students). The purpose of this study is to identify barriers that prevent teachers

from integrating technology effectively which may be unique for schools that qualify for Title I status. Teachers from two different school districts were surveyed to assess their perceptions of these barriers. Responses indicate that teachers do not know how to prevent challenging student behavior from interfering with their ability to teach with technology effectively.

CLT: How to make your online class more interactive? Practical suggestions for online instructors ***Tami Im***, *Korea University of Technology & Education*

As an online instructor, it is always challenging to make the online class more interactive, fun, and meaningful to students. In this paper, practical examples and suggestions on how to make online classes more interactive using various technologies and instructional strategies associated with those tools are provided with real examples and effects of them.

CLT: Why Do We Play Mobile Games? A Study Quantitatively Examining Characteristics of the Casual Player ***Boaventura DaCosta***, *Solers Research Group*
Soonhwa Seok, *Korea University*

In this presentation, a study is discussed that quantitatively examined characteristics of the casual player. A total of 1,950 students across four high schools and six colleges participated by responding to a 92-item questionnaire designed to capture data on mobile game play. Findings revealed support for many of the claims made about the casual player along with potentially positive benefits, to include improved mood and feelings of well-being and better mental attention and focus.

D&D: Acceptance of Tablet PCs as an Innovative Teaching Tool in Palestinian Schools ***Zuheir Najee Khlaif***, *Indiana University*
Elizabeth Boling, *Indiana University*

This study was conducted during last summer 2015. We visited schools to meet teachers who are using these devices in their teaching practices.

D&D: Affordances of and Barriers to Learning Using Electronic Texts as Identified by Instructional Design Graduate Students ***Vanessa Svihla***, *University of New Mexico*
Cindy Pierard, *University of New Mexico*
Susanne Clement, *University of New Mexico*
Bing-Shan Fazio, *University of New Mexico*

This roundtable presents research results from a study investigating student choices and experiences using various electronic text formats in a semester-long instructional design course; text format was framed as an instructional design problem, and students were tasked with selecting their preferred format and evaluating it each week. Some students uncovered affordances of e-formats, but all students also reported barriers when using e-formats. Implications for librarians and teaching faculty are discussed.

D&D: Design to Learn: Design experiences not just instruction ***Keya Mukherjee***, *Saint Leo University*
Claudia Ruiz, *Saint Leo University*

This presentation will focus on the practice of designing and developing instruction using the tenets of the information processing model and constructivist pedagogy. Instructional design students in a graduate program are being shown how to apply learning theories infused into three innovative frameworks to design narrative learning, adaptive learning, and gameful learning to design and develop instructional content to provide learners with content through participation, engagement, interaction, decision-making and commitment to help cement learning.

D&D: Designing Health Professions Education to Engender Critical Thinking: A Review of the Literature ***Daniel Arnett Taylor***, *Southern College of Optometry*
Trey Martindale, *University of Memphis*

We will present our literature review, and lead a discussion on teaching critical thinking in health professions clinical programs (with an emphasis on optometric education). We will discuss strengths and weaknesses of the existing literature, identify gaps in research and practice, and propose potential directions for future research. We will share our full paper and bibliography on the topic.

D&D: Developing an Afterschool Program for Collective Design Thinking with Diverse Media ***Yong Ju Jung***, *The Pennsylvania State University*
Dhvani Toprani, *The Pennsylvania State University*
Shulong Yan, *Pennsylvania State University*
Marcela Borge, *The Pennsylvania State University*

We propose an afterschool program developed for collective design thinking with using different new media, such as Minecraft, Colearnr, and Lego. Design thinking is critical to enhance ability of thinking more creatively and systemically. For developing the

club activities, we use the constructivist principles (Shimoda, White, Borge, & Frederiksen, 2013). We argue that learners learned how to use and create their work by using new media within design thinking process.

D&D: Integrating Scientific Inquiry and Engineering Design in K-12 STEM Classrooms ***Jasmine Choi***, *The University of Georgia*
Ikseon Choi, *The University of Georgia*

This comprehensive analysis aims to review the foundations of scientific inquiry and engineering design, and examine existing integrated models, for the purpose of providing a direction for integration. With growing interest of integration in K-12 STEM classrooms, there are high demands in understanding key criteria and emerging themes of scientific inquiry and engineering design, and examine the validity of existing integrated models . Specific themes will be presented, and key implications will be proposed for discussion.

D&D: Is Game Design and Development Education at Risk? Perceptions Among Gaming Professionals, Students and Educators on Game Education ***Ali Alshammari***, *Purdue University*
Marisa Exter, *Purdue University*

This paper aims to fill a gap in literature on game design and development education (GDDE). It will explore the effectiveness of university academic programs at preparing qualified students to meet the standards set by the gaming industry. The perspectives of professionals, students and educators will be included. The risks facing GDDE and recommendations for enhancing the effectiveness of GDDE will be discussed.

ELT: Game On: Creatively Using Gaming to Teach the Informed Consent Process to Clinical Research Professionals ***Jasmin Berrios***, *Morehead State University*

The roundtable session will focus on the development process and implementation of gaming in clinical research education at a cancer research institution/ hospital. The foundation of the discussion will be based on the research and experience of those developing the educational game. The educational game that will be discussed will be based on one of the most important procedures in clinical research- the informed consent process.

ELT: The effectiveness of a math game: The impact of integrating additional support. ***Sylke Vandercruysse***, ***Jan Elen***, *CIP&T, KULeuven*
Judith ter Vrugte, *University of Twente, Enschede*
Lieven Verschaffel, *CIP&T, Center for Instructional Psychology and Technology, KU Leuven*
Ton de Jong, *University of Twente*
Pieter Wouters, *Utrecht University*
Herre van oostendorp, *Utrecht University*

In this presentation, the results of two quasi-experimental studies are presented. Both studies investigated the impact of adding support in an educational math game. The first study investigated the impact of conceptual clarifications. The second study enquired part-task-practices as support. The results indicated that the type of support seems crucial for the effect of it. Because integrating support as instructional element affects students' performance, motivation and perception; the integration of instructional elements in games requires conscious decision making.

ELT: Using the Community of Inquiry Survey to Evaluate Active Learning Classrooms ***Sheri Stover***, *Wright State University*

Many introductory courses are taught in large-enrollment fixed stadium-style classrooms that make it difficult to include student participation and collaboration. In an effort to improve student satisfaction, enhance learning, increase participation, promote collaboration, and decrease attrition rates, many universities are implementing active learning classrooms. This presentation reviews the efforts of a university to implement active learning classrooms and the use of the Community of Inquiry survey to evaluate their efforts.

ELT: What Types of Feedback Will You Get: Effects of Feedback Methods and Learner Characteristics in Wiki-based Writing ***Yujung Ko***, *The University of Texas at Austin*
Innwoo Park, *Korea University*

Wiki's openness, sharing, and participation among users make it a distinctive environment for collaborative learning. The unique characteristics of new learning environment may have different effects on leaners depending on their personality. This study is to investigate whether there are any differences in the number and the types of peer feedback based on feedback methods and learners' introversion/ extraversion. Findings and significance are discussed.

INTL: A case study of exploring the role of video games for international students ***Shulong Yan***, *Pennsylvania State University*
Tutaleni I. I. Asino, *Oklahoma State University*
Hengtao Tang, *Penn State*

This study investigates the role video games play in international students' life. This case study explores how two international students - one in UK and one in US perceive video games play in their daily life abroad. We argue that the video game is not only a tool that international students use to spend their causal time, but also part of daily social activities they engage to cope with emotional feelings when study abroad.

INTL: Integrating Gamification into a Large Scale Open and Distance Learning Program ***Murat Sumer***, *Uşak University*
Cengiz Hakan AYDIN, *Anadolu University*

This paper intends to reveal the preliminary results of an ongoing study in which the effects of integration of gamification into a large scale open and distance learning program have been investigated. A design-based research approach has been employed in the study. Those designers who are interested in how to integrate gamification into large scale courses and programs and those researchers interested in self-regulatory ODL and gamification might find this presentation quite beneficial.

INTL: Managing Expectations on Tenure and Scholarship for International Faculty on Tenure-Track ***Danilo M. Baylen***, *University of West Georgia*

This roundtable session brings together a group of instructional technology faculty members teaching at American universities with international backgrounds. The discussants will describe and discuss factors that contributed to a successful tenure process based on their experiences. Also, they will address the challenges of scholarship, collaborative research, grant writing, professional development, networking, etc. Finally, they will provide advice in managing multiple roles and living successfully in both cultures (country of origin and the United States).

INTL: [NR]The Investigation of the Attitude of Secondary School Teachers regarding Computer aided Education ***Ayşe Akekin Başkaya***, *Ministry of National Education of Turkey*
Semra Ünal, *Marmara University*

This study aims to reveal attitude and opinion of secondary school teachers about computer aided education and find factors that differentiate attitude and opinion of secondary school teachers about computer aided education.

RTD: 2016 review and update of the journal TechTrends ***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 2016 (Vol. 60) and highlight upcoming special issues and other new and interesting activities. Attendees will have the opportunity to discuss how they can contribute to the journal as an author, reviewer, or Guest Editor of a special issue.

RTD: Robotics Club Coaches' Efforts in Recruiting, Engaging, and Retaining Female Students: A Case Study ***Dmitriy Ognev***, *University of Oklahoma*
Xun Ge, *University of Oklahoma*

In this presentation we will report a study investigating middle school female students' low participation in Science, Technology, Engineering, and Math (STEM) activities. While data are being collected and analyzed, we expect that teachers' efforts is one of the main factors encouraging female students' participation and sustaining their motivation. We propose a design-based research by exploring strategies commonly used by successful coaches who were able to recruit and retain female students in the robotics team.

RTD: Students' perceived effects of worked examples on facilitating online peer review process ***E-Ling Hsiao***, *Valdosta State University*
Xiaoxia Huang, *Western Kentucky University*
David Richard Moore, *Ohio University*

The study is to investigate students' perceived effects of worked examples on facilitating peer review process in online courses. The worked examples are constructed based on the findings of a peer review study previously conducted by the authors. A mixed-method design will be implemented in this study including a survey and online interviews. Results and implications for using worked examples to facilitate online peer review will be fully discussed in the presentation.

TED: Examining and Supporting Late Technology-adopting Teachers' Technology Integration Through Professional Development ***Janet Yin-Chan Liao***,

Indiana University
Anne Ottenbreit-Leftwich, *Indiana University*

To support the effectiveness of teacher technology integration with professional development (PD), it is important for teacher educators and PD facilitators to know how PD can support late technology-adopting teachers' technology adoption, integration, and potential change in teaching practice. This study is aimed at examining late technology-adopting teachers' technology PD experiences as well as identifying their technology integration barriers and PD needs. The evolution of their technological knowledge, beliefs, and practices will also be investigated.

TED: Teaching Bad Apples: Expanding to K-12 and College ***Nate Turcotte***, *Penn State University*
Anthony Karl Betrus, *SUNY Potsdam*
Matthew Leifeld, *SUNY Potsdam*

Come join us in highly interactive session, and play an invigorating card game for teacher educators and educational technologists. Teaching Bad Apples emphasizes teaching by counterexample in order to prepare educators for the everyday situations they can face in the classroom. Our game was sold out at the 2015 AECT conference on the first day, so we have created two brand new expansion packs for the k-12 and college settings!

TED: The Evaluation of Teacher Candidates' Professional Disposition Qualities ***Heng-Yu Ku***, *University of Northern Colorado*
Matthew Clay, *University of Northern Colorado*

The purpose of this research was to conduct a factor analysis on data gathered on the newly developed PDQ Rubric from more than 300 teacher candidates to test the instrument's validity and reliability. In addition, the results of teacher candidates' ratings from the PDQ Rubric and the implementing process of collecting teacher candidate's field experience data through an assessment management web application will also be shared.

341. SICET - Technology in K-12 Education
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 10

Measuring Students' Academic Emotional Engagement through ICT-supported learning for Secondary students in China ***Xiaoqing Gu***, ECNU; ***Yan Liu***, ECNU

The study presents the development and validation of a measurement scale assessing Secondary school students' achievement emotional engagement in the ICT learning classroom, the ICT-supported learning Emotion Scale for elementary school (ICT-LES) from the Academic Emotions Questionnaire. The psychometric properties of scores from student reports of ICT-LES, Motivated Strategies for Learning Questionnaire were examined using data from 142 one through three graders, and path analysis was used examined the relationships between emotions and intermediate variables.

Propose a Cloud-Based Framework of Learning Analytics for K-12 MOOCs in China ***Wei Wang***, Shenyang Normal University, China; ***Yushun Li***, Beijing Normal University

MOOCs in higher Ed and continuing education are applied globally. Lots of research and positive empirical conclusions were founded for acquiring learning outcomes. However, in K-12 context, MOOCs effects are still unclear. This study proposed a cloud-based framework of learning analytics, in order to understand how teenagers learn in MOOCs? What behavior are effective when learning online? What are the relationships among their cognition, online behavior, and achievement in MOOCs?

342. SMT - Perspectives on ICT Integration in Schools
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 7

A Multi-Dimensional Perspective On ICT Integration: A Case Study ***Denizer Yildirim***, instructional technology; ***Hatice ÇIRALI SARICA***, Hacettepe University; ***Yasemin Koçak Usluel***, Hacettepe University

The aim of this study is to display the effect of ICT integration on knowledge – based society, and general achievements concerning the lessons from the student information framework standpoint. Case study method was utilized by using four types of data sources. It was found that student behaved in accordance with the expectations, except information distribution. In conclusion, the students used ICT as a means to transform knowledge into their own information during the implementation process.

A Content Analysis of ICT Integration in Education: Then and Now ***Hatice ÇIRALI SARICA***, Hacettepe University; ***Denizer Yildirim***, instructional technology; ***Yasemin Koçak Usluel***, Hacettepe University

In this study, research articles related to ICT integration

in Web of Science in 2004-2005 and 2014-2015 were analyzed through content analysis in terms of objective, context, findings and suggestions. It was seen that the emphasis was on ICT training for teachers and students 10 years ago while now on the impact of ICT use on learning. It can be put forward that the change in the direction of ICT is from teaching to learning.

343. ST&C -Membership Meeting
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 8

Chair:
Eugene Kowch, *University of Calgary - Faculty of Ed*

344. TED - Exploring the Needs and Behaviors of Secondary Science Teachers
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 13

[NR]Secondary Computer Science Teachers Knowledge and School Setting Related Needs ***Olgun Sadik***, Indiana University

New definitions, requirements, curriculums, and technologies constantly change how we approach computer science education, which leads to a variety of educational challenges for in-service teachers in K-12. This study aims to identify secondary CS teachers' knowledge and school related needs from their communications in a national teacher email listserv. 1724 emails between January 2013 and October 2015 were analyzed and needs related to curriculum, pedagogy, learners, resources, and stakeholders were identified.

Teacher behavior and perceived care: Influences on student outcomes in secondary school online courses ***Emily McCarren***; ***Christine K. Sorensen Irvine***, University of Hawaii at Manoa

This presentation will review the results from a study looking at teacher behaviors in K-12 online classes and how those behaviors are related to students' perceptions of being cared for and ultimately the connection to student outcomes in the cognitive, conative and affective dimensions. Respondents were 110 secondary students (grades 9-12) enrolled in online courses in Spring/Summer 2015 through the Global Online Academy, a worldwide not-for-profit consortium of schools. Path analysis yielded significant results suggesting that social presence is highly correlated with care, and care is moderately to highly related to the variables which approximate the three dimensions of learning: affective (satisfaction), conative (motivation), and cognitive (reported learning). Implications of these findings for preparing K-12 teachers for online environments will be discussed and audience participants will be asked to share their reactions to the research.

345. TED - TEDCamp: Plunging into FlexLearning: Faculty Training and Implementation Plan Supports Flexible
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 11

Plunging into FlexLearning: Faculty Training and Implementation Plan Supports Flexible Course Delivery Initiative ***Eileen Grodziak***, The Pennsylvania State University; ***Dean R Shaffer***, The Pennsylvania State University; ***Camille Dickson-Deane***, University of Melbourne

Penn State Lehigh Valley (PSULV) developed FlexLearning to provide student choice of course participation: online, in-class, or a combination. Pivotal to the FlexLearning model is a faculty training and implementation program. The four-week cohort course prepares faculty to develop a FlexLearning course. We will highlight preliminary findings of a three-year study examining student and faculty outcomes in multiple disciplines. Small and large discussions will explore the challenges and opportunities provided by FlexLearning.

346. [HKAECT] Past, Present and Future - Participation in Symposiums and Journals
1:00 pm to 2:00 pm
Conf Ctr - Conference Rm 6

The Past, The Present and the Future Will W.K. Ma, President of HKAECT 2017 Summer Researh Symposium Alex C.K. Chan, Program Chair, HKAECT-AECT 2017 Summer Research Symposium How Young Scholars Match Reviewers' Requirement to Journal Submission: Sharing by a Journal in Communication and Education (JCE) Allan H.K. Yuen, Editor, Journal of Communication and Education (JCE)

347. CLT - STEM Education, Higher-Order Thinking Skills and Creativity
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 4-5

Seeing the Trees of the Forest: Practicing Creativity with AR Technology in an Arboretum Setting ***Joseph Bueter***, Penn State University; ***Susan Land***; ***Chrystal Maggiore***, Penn State University

Existing Augmented Reality designs reflect a widening interest in STEM education, but AR and context-aware mobile technologies also offer opportunities for practicing skills that enrich creativity across disciplines. During this presentation, educators and instructional designers will understand how beacons in an arboretum setting can pair with Wi-Fi-enabled mobile devices to blend the embodied experience of writing poetry with virtual examples of how writers and scholars have leveraged skills of observation for later creative successes.

A Research Agenda for Computational Thinking ***Betul Czerkawski***, University of Arizona

The presenter will identify empirical research since 2009 on computational thinking and present the results based on major research patterns (such as teacher education; design and development; assessment). The new research questions for future studies will also be discussed in this presentation.

348. CLT - Urban STEM Learning Environments
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 1

Urban STEM Learning Environments: Facilitator of or Detriment to Youth STEM Identity Cultivation? ***Tashera Bolds***, Syracuse University

Understanding urban youth, urban learning environments, and the process of identity construction can allow for the instructional transformation of STEM learning environments within urban education contexts. As complex individuals, we're constantly negotiating our identities. These identities are dynamic, changing, and often socially constructed. Implementing effective pedagogical approaches, instructors can facilitate the process of positive STEM identity cultivation for urban youth, helping to create a sense of belonging for these youth in this community of practice.

Negotiating Math Identity: African American Students' Perceptions of Mathematics ***Tashera Bolds***, Syracuse University

This study aimed to capture the perceptions of African American high school students living in urban contexts. More specifically, this research sought to understand the relationship between African American urban youth and mathematics, how they conceptualized their math identity, and factors they've identified as influencing their relationship with mathematics. Findings revealed that relationships with math are dynamic and contextually determined.

349. D&D -Awardee Presentations
2:15 pm to 3:15 pm
Conf Ctr - Ballroom A

Attendee:
Victoria Lowell, *Purdue University*

Presenters:
Ikseon Choi, *The University of Georgia*
Andrew Tawfik, *Northern Illinois University*
Hui Rong, *UGA*
Jennifer Maddrell, *Designers for Learning*
Rob Moore, *North Carolina State University*
Abbie Brown, *East Carolina University*
Tim Green, *California State University, Fullerton*
Camille Dickson-Deane, *University of Melbourne*
Keya Mukherjee, *Saint Leo University*
Eric Stauffer, *Virginia Polytechnic Institute and State University*
John Baaki, *Old Dominion University*
Andrea Gregg, *The Pennsylvania State University*
Yan Chen, *Northern Illinois University*

350. D&D - Instructional Design
2:15 pm to 3:15 pm
Conf Ctr - Ballroom G

Knowledge and skills needed by instructional designers in higher education ***Swapna Kumar***, University of Florida; ***Albert Dieter Ritzhaupt***, University of Florida

This study sought to address the research question: What knowledge and skills are needed by instructional designers in higher education to be successful? We interviewed eight instructional designers from across the United States, all working for institutions of higher education. Using the constant comparative method, we analyzed our data to identify relevant themes. Our results suggest that instructional designers in higher education must have a solid foundation in instructional design and learning theory.

Who Am I Designing For? Inquiries Into What We (Can) Know About Learners ***Matthews Michael***, Brigham Young University; ***Stephen Yanchar***, Brigham Young University; ***Greg Williams***, Brigham Young University

This presentation will highlight findings from two related qualitative studies of practicing instructional designers, concerning: (a) their ability to empathize with learners, and (b) their assumptions about learner agency. Findings from these studies offer insight into designers' efforts to empathize with learners, the

struggles they encounter when doing so, and how designers' views of learner agency influence their work. Finally, connections between designer empathy and views of learner agency will be discussed.

351. DDL - Collaboration & Language
2:15 pm to 3:15 pm
Conf Ctr - Pavilion 10

Extreme Collaboration and Technology: What We Can Learn From a Bilingual, Bi-Modal Distance Education Program ***Vicki Darden***, Western Oregon University; ***Elisa M Maroney***, Western Oregon University; ***Amanda Smith***, Western Oregon University; ***Erin Trine***, Western Oregon University; ***Sarah Hewlett***, Western Oregon University

This 60-minute concurrent session shares creative approaches to distance education, instructional design, technology integration, virtual collaboration, and development of communities of practice via Web 2.0 and cloud-based technologies. Several studies sharing the experiences, challenges, and successes of faculty and students at one university's bilingual, bi-modal, distance education programs can inform instructional design and technology integration for distance education programs of all types (Darden, Ott, Trine, & Hewlett, 2015; Smith, 2015; Smith, Cancel, & Maroney, 2013).

352. DDL - Creativity & Games
2:15 pm to 3:15 pm
Conf Ctr - Pavilion 11

Design Strategies for Supporting Creative Thinking in Online Learning Environments ***Noelle Sweany***, Texas A&M University; ***Joyce Juntune***, Texas A&M University

One of the areas of focus in education today is the development of creative thinking abilities in our students. With the growth in online education, it is important to consider how instructors can effectively support creative thinking in online environments. This presentation will outline the design strategies that have benefitted our own online courses, demonstrate the use of various digital tools to support these strategies, and discuss new ideas for supporting creative thinking online.

For the Win! Using Learning Games in Faculty Development Training ***Hillary Kaplowitz***, California State University, Northridge; ***Krishna Narayanamurti***, California State University, Northridge; ***Gregory Mena***, California State University, Northridge

This presentation will share the use of learning games in faculty development workshops that focus on redesign of face-to-face courses for online and/or hybrid delivery. Instructional games are used during the training to increase retrieval/recall and keep learners engaged. Further, participants can apply their experiences to future use in their own courses. This same strategy will be used during the presentation so attendees can experience how we use learning games in our workshops.

353. DDL - Publishing for Tenure & Promotion
2:15 pm to 3:15 pm
Conf Ctr - Pavilion 9

Publishing Your Scholarly Work for Tenure and Promotion! ***Ruth Gannon Cook***, DePaul University; ***Kathryn Ley***, U Houston Clear Lake

This panel of faculty-researchers will describe how to assure favorable responses of editors and reviewers in the contemporary scholarly and mediated publishing world. Panelists will encourage audience to tell their lessons learned. Topics include journal quality indicators based upon such factors as impact factor, indexing, publishing online or print, open-access, for-fee, rejection rates, citations, etc.

354. ELT -Membership Meeting
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 2-3

Chair:
Scott Joseph Warren, *University of North Texas*

355. GSA -Building your CV: From Doc Student to Tenure-Track Faculty or Industry Professional
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 14

Presenters:
Fethi A. Inan, *Texas Tech University*
Jennifer Bauman, *Quicken Loans*

Chance favors the prepared mind. Graduate students may be unsure 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.

356. INTL -Membership Meeting
2:15 pm to 3:15 pm
Conf Ctr - Pavilion 3

Chairs:
Yu-Chang Hsu, *Boise State University*
Hsin-Te Yeh, *Metropolitan State University of Denver*

357. LDC - A Scholarly Society at a Crossroads: Graduate Student Membership in AECT
2:15 pm to 3:15 pm
Conf Ctr - Pavilion 6

A scholarly society at a crossroads: Graduate student membership in the Association for Educational Communications and Technology ***Paige Hale***, Eastern Kentucky University

Chief among AECT's concerns is the imperative of retaining graduate students as members beyond their graduation, because this population is likely to determine the strength and drive the future of the organization at large. The presentation will examine the results of a study that examined factors influencing graduate students' decisions of whether or not to maintain membership in AECT. Participants include current and former members of AECT. Data collection methods included surveys and semi-structured interviews.

358. OTP - Instructional Design and Cognitive Apprenticeships
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 6

Merging Perspectives in Instructional Design: Lessons Learned from Students, Faculty, and Clients ***Daisyane Barreto***, University of North Carolina Wilmington; ***Brandy Walker***, University of Georgia

The purpose of this proposal is to present lessons learned around student, faculty, and client interactions in multi-media instructional design projects. In this interactive presentation, participants will be asked to provide their feedback on the presenters' strategies to combat the most common pitfalls students, faculty, and clients face in instructional design projects, and have a chance to learn from their own experiences in merging these three perspectives in practice.

The Prevalence of Cognitive Apprenticeships in Instructional Designer Onboarding ***Kaye Rabel***, Old Dominion University; ***Jill Stefaniak***, Old Dominion University

Onboarding is the process of helping new employees learn organizational culture as well as details related to performance expectation. Strategies used during onboarding include coaching, modeling, and just-in-time training. Many of these strategies can be found within a cognitive apprenticeship instructional framework. This study explored the extent to which organizations use cognitive apprenticeships to onboard new instructional designers.

359. Posters Session 2
2:15 pm to 3:15 pm
Conf Ctr - Ballroom C

Participants

DDL: A Proposed Model for a Blended Learning Approach to Teaching Research Ethics ***Sue A Wilder***, *University of New Mexico*
William L Gannon, *University of New Mexico*

This poster describes a qualitative study of how a blended learning approach to teaching research ethics impacted understanding and empowerment among a diverse group of doctoral students enrolled in a 10-week research ethics class. A model is proposed based on results suggesting that blended learning design, defined as a strategic combination of both delivery media and teaching strategies that foster diverse perspectives, can result in deeper learning for improved student understanding and empowerment.

DDL: [NR]Becoming a Curator: Teaching Tips for Virtual Social Studies Instruction and Course Development ***Holly McBride Dennis***, *University of Tampa*

The role of a traditional virtual instructor is primarily labeled as facilitator, however, effective virtual social studies instructors should be viewed as something more deserving than a facilitator due to the complexity of the subject. Rather, a virtual social studies teacher should be viewed as a curator who is able to implement new social studies content in a variety of formats, allow students to reflect and apply new content in a multiplicity of designs while learning the latest technologies, and provide a space for discussions and synchronous online meetings for students to connect with other and "make meaning" of the content.

DDL: Comparative Study on the Use of Motivational Regulation Strategies, Cognitive Learning Strategies, and Engagement between Undergraduate and Graduate Students Enrolled in Online Courses ***SANGHOON PARK***, *University of South Florida*
Heoncheol Yun, *Northern Illinois University*

Motivational support for online students has been considered as a critical determinant of a successful online learning experience and positive academic outcomes. Especially, Motivational Regulation Strategies (MRSs) have been studied as an active form

of promoting motivation in online learning. There have been few studies comparing the use of MRSs between undergraduate and graduate students enrolled in online courses. Therefore, aims of this study are to compare (1) the use of MRSs between undergraduate and graduate online students, and (2) how the use of MRSs is related to their use of cognitive learning strategy and engagement.

DDL: Fostering Creative Thinking in Online Education ***Cat Jackson***, *University of Oklahoma*

Are greater inclusion and integration of creativity and creative thinking are needed in online education? This session reviews the benefits of fostering creative thinking, and illuminates the similarities between creativity education in creative industries and conventional education as they relate to distance learning. By adapting principles from creative industries, such as performing and visual arts, we can integrate creative thinking education into online learning.

DDL: Online Learning Experience, Metacognitive Self-Regulation, and Achievement in Pre-service Teachers ***Jenifer Lee Price***, *Old Dominion University* ***Ginger S Watson***, *Old Dominion University*

The purpose of this study was to explore the differences between experience level with online learning, metacognitive self-regulated learning, and academic achievement in pre-service teachers studying in an online environment.

DDL: Prediction of Dropout Behaviors in Online Learning using a Cross-classified Random Effect Model (CCREM) ***Wonjoon Hong***, *University of Nevada, Las Vegas;* ***Mimi Recker***, *Utah State University*

The focus of this research is dropout students in online learning. To investigate the learning management system (LMS) usage patterns of dropout students, we examined when dropping out happened and compared the log data between dropouts and completers. In addition, to explore predictive factors as many as possible from a multi-level data structure, we employed a cross-classified random effect model. This approach make possible it to analyze the complicated data previous studies have ignored.

DDL: The Impact of Interactive Video on Students' Learning ***Ying Xiu***, *Oklahoma State University* ***Tutaleni I. I. Asino***, *Oklahoma State University* ***Tara Lillian Dalinger***, *Oklahoma State University* ***Scott Haselwood***, *Oklahoma State University* ***Jose Fulgencio***, *Oklahoma State University* ***Cates Schwark***, *Oklahoma State University* ***Penny Thompson***, *Oklahoma State University*

This study explores the gains associated with increased instructional time between interactive video and linear video. Findings of this study could assist online learning instructors and course designers to choose and develop appropriate interactive and successful distance education courses.

RTD: A case study of examining the potential of Three-phase needs assessment model for use in Saudi context ***Mashael Hassan Alqahtani***, *Virginia Tech*

This study attempts to examine how an existing Three-phase needs assessment model developed by Altschuld and Watikins (1995) in the United State can be adapted and translated to fit local needs of the Saudi Arabian context. This case study would explore how contextual factors influenced the adaption of the model created in the United State as they are re-purposed for use in Saudi Arabia.

RTD: An Analysis of Anti-bullying Websites: Setting the Evaluation Criteria and Coding Specifications ***Enilda Romero-Hall***, *University of Tampa* ***Renee Patrick***, *University of Tampa* ***JoAnne Dalton Scott***, *University of Tampa* ***Samantha Kautz***, *University of Tampa*

The aim of the study is to evaluate the quality of the instructional content, conduct a content analysis, and examine the readability of information in anti-bullying websites for children, parents, and educators. This presentation is beneficial for instructional designers looking for an evaluation method to analyze instructional materials for course development without having a subject-matter expert. The presentation provides information on the website selection process, evaluation criteria, and coding specifications.

RTD: Digging Deeper: Assessing Student Understanding using Rule-Based, Transaction-level Data ***John Chapman***, *Brigham Young University* ***Randall Davies***, *BYU* ***Rob Nyland***, *Brigham Young University* ***Gove Allen***, *Brigham Young University*

This research reviews two types of data available to assess student understanding: traditional, correct and

incorrect assessment data, as well as transaction-level data. The study questions assumption that students with the same final answer understand the same underlying concepts. Results indicate that while the majority of students with the same final answer do understand the same underlying concepts, many do not. Possible explanations and suggestions for future research are discussed.

RTD: Don't Gamble With Technology Education and Young Children ***Tina A Evans***, *University of West Florida*

Cancelled

This session reviews a qualitative case study on the role social cognitive learning plays with young children using technology to problem solve. Technology is a vital part of society. School districts are requiring technology integration into every classroom. Teachers need to know more than why technology instruction is important to their students. Knowing how to teach young students to use technology in educationally relevant ways is equally important.

RTD: Social-Media Use among Military-Connected Students in Student-Led High School Programs: A Multi-Case Study ***Jennifer Watson***, *University of Kentucky*

The social and emotional challenges faced by adolescents who are part of military families are well-documented, often stemming from their frequent relocations and their parents' redeployments to distant locations and combat zones. This poster session centers on a work-in-progress, multi-case research study investigating the role social media can play in helping children of military families stay connected to their social-support groups and adjust more easily to new schools and environments.

RTD: Understanding Attrition among English as Foreign Language Teachers in Online Training ***Joseline Castanos***, *Laureate International Universities*

Qualitative research study investigated factors influencing attrition and persistence among in-service English as Foreign Language teachers in an online teacher training environment. The Community of Inquiry framework served as the model to understand how its components impact persistence and attrition. Data sources included online questionnaire, narrative, and online focus group. All sources were analyzed to find emerging themes. Upon triangulation and member check, findings pointed to all three presences impacting both attrition and persistence.

360. RTD - Learning Analytics and MOOCs
2:15 pm to 3:15 pm
Conf Ctr - Ballroom E

Understanding student learning in MOOC: A data mining approach ***Young-Jin Lee***

This proposal reports a Category 1 Completed Study on understanding student learning in MOOCs. The session will discuss how various data mining techniques can be applied to the log files of a large-scale MOOC in order to develop quantitative models of student learning that can predict how well students would do in solving a problem in the MOOC, given how they used various learning resources in the past.

361. RTD - Social Media and Learning
2:15 pm to 3:15 pm
Conf Ctr - Ballroom F

Using Twitter or Paper? - supporting peer instruction in a teacher education classroom ***Tian Luo***, Old Dominion University; ***Li Cheng***, University of Florida; ***Danielle Dani***, Ohio University

Twitter have recently gained considerable attention from teacher education practitioners and scholars, but pertinent empirical research has been limited. This paper reports on a case study in which Twitter served as a backchannel to mediate and support the peer-teaching activity in a face-to-face teacher education course. Tweets, surveys and interviews were analyzed to understand student perceived learning, as well as instructor scaffolding and perception in a Twitter-supported peer teaching environment. Pedagogical implications were discussed.

Learning with Social Media: Information Assessment and Content Creation ***Ji Hyun Yu***, University of Michigan; ***Tim Newby***, Purdue University

Effects of student information assessment and content creation using social media were examined. In particular, applicability of the self-efficacy theory to social media contexts was tested. Path analysis (184 college students) revealed that students' social media use positively related to their perceived social media skills, information assessment self-efficacy, and content creation self-efficacy, while information assessment self-efficacy mediates perceived social media skills and content production self-efficacy. Implications for the integration of information assessment practices into learning with social media are discussed.

362. Roundtables Session 2
2:15 pm to 3:15 pm
Conf Ctr - Ballroom C

Participants

CLT: Faculty Development Shark Tank: Jumping into the Deep End with Teaching and Research
Samantha Blevins, *Radford University*
Charley Cosmato, *Radford University*

During the spring of 2015, the Faculty Innovator Cafe was launched to facilitate faculty exploration of innovative teaching and learning through the use of a common reader, conversational experience, and peer support. A unique and popular aspect of the community was a "Shark tank" style competition for scholarship of teaching and learning seed grants. This roundtable discussion will invite conversation around the process one university used to develop the program, lessons learned, and best practices.

CLT: Orality 2.0 and the Traditional Oral Forms of Indian Vernacular Literature ***Briju Thankachan***, *Ohio University*
Rosen Matthew, *Ohio University*

This research explores how digital technologies are opening up new ways for teachers and students in India to engage with the traditionally oral forms of Indian vernacular literature. We see in this development the possibility of a new kind of orality, which we are calling "Orality 2.0." In contrast to Ong's (1982) conception of "secondary orality". Our conception of orality 2.0 refers to the revitalization of oral traditions made possible by digital technologies.

CLT: The impact the CETL programs on the learning culture of a small college ***Peggy Ann Lumpkin***, *Young Harris College*

A small (1200 students) liberal arts college received a Title III to fund technology updates for classrooms and faculty. Grant funds also established a Center for Excellence in Teaching and Learning (CETL) to provide faculty development. This study researches the impact of the grant's programs to update technology, to provide faculty development, and change the culture of learning on campus through the initiatives implemented.

CLT: The Relationship of National Culture and Undergraduate Students' Recreational and Academic Uses of Technology ***Angela Benson***, *The University of Alabama*

This paper presents the findings of an on-going investigation of the recreational and academic uses of technology by undergraduate students enrolled in an introductory computer course. Specifically, the study sought to determine the relationship of national culture and students' use of technology. Data collection was accomplished via a 24-item survey that was administered to 455 students over six semesters. Data collection and analysis is in progress.

CLT: Using VineUp to Match Engineering Students and Industry Mentors: A Pilot Study ***Colleen M. Halupa***, *A.T. Still University/East Texas Baptist University*

This qualitative pilot study evaluated users' perceptions of the effectiveness of the VineUp program which was used to match industry mentors and engineering students. VineUp is a social media platform with matching capability, similar to what is found with computer dating programs. Data on key characteristics is collected and compatible matches were generated by the program. The mentors and mentees completed a questionnaire and participated in interviews 9 months after the relationship was established to evaluate the effectiveness of the VineUp software in establishing compatible professional relationships between students and industry mentors.

D&D: An Interactive Narrative Model to Motivate Scientific Problem Solving Process ***Tong Li***, *The University of Georgia*

This study aims at designing an interactive narrative model for science teachers to engage students in the scientific problem-solving process. The design process mainly focuses on solving two problems: how to adapt interactive narrative for science problem solving and how interactive narrative can be used to engage students' scientific learning.

D&D: Design Fundamentals in the Digital Lecture ***Jason Bader***, *Mt. San Jacinto College*

Like it or not, educators who develop visual resources for their classes need to have design knowledge. How does one make a good choice in selecting design elements for presentations? In what ways should presenters select colors? This is a discussion on the necessary graphic design choices and language that any educator should familiarize with for selecting graphic elements in presentations, primarily with a slideshow and E-learning focus.

D&D: Designing and Managing an Instructional, User-contributed Web Resource for Preventing Childhood Obesity ***Trey Martindale***, *University of Memphis*
Gerhild Ullmann, *University of Memphis*
Kenneth Ward, *University of Memphis*
Lisa Krull, *University of Memphis*
Michelle Stockton, *University of Memphis*
Sami Yli-Piipari, *University of Georgia*

We will describe the creation and management of Fitwizard.org. This grant-funded project involved creating three online courses for teachers about the importance of children being active during the school day. The site also contains a database of instructional activities submitted by teachers and health experts, searchable by subject, grade level, exercise intensity, and other variables. We will share the tools and expertise needed to design manage, and sustain this instructional resource.

D&D: Disciplinary Differences in Community of Inquiry: Comparing students' social, cognitive, and teaching presence in different disciplines ***Jieun Lim***, *Purdue University*
Jennifer Richardson, *Purdue University*

The Community of Inquiry has been used in numerous studies to date with over two million citations (Google Scholar, January 2016). However, these studies generally involve looking at a single discipline (business, education, nursing) or an entire school rarely are disciplinary differences examined as a potential factor in student outcomes. To address the issue, this study will examine the differences in instructional approach and students' social, cognitive, and teaching presence according to academic disciplines.

D&D: Mixed Methods Study investigating the Heuristics Used in the Field of Individuals in Varying Levels of their Instructional Design Careers ***Kelly Best***, *University of Illinois Urbana-Champaign*
Wen-hao David Huang, *University of Illinois at Urbana-Champaign*

Attending instructional designers will be presented with a mixed method empirical study conducted to identify the heuristics novice and expert instructional designers consider essential in the field during different points in their careers. Novice designers can use this information to develop a deeper understanding of themselves and the profession. It can also be used as a knowledge base that higher education institutions can use to improve the design and curriculum of their instructional design programs.

D&D: Navigating by Time, Topic, or Tools within the Learning Management System ***Lisa Kidder***, *Idaho State University*

Drawing upon research from instructional design, psychology, education, human computer interaction, information architecture, and linguistics, this research study investigates the impact on navigational efficiency, mental effort, disorientation, and system usability when varying the headings within a learning management system by time, topics or tools, defining the organizational structure of the course. In a lab-setting participants experienced all three organizational structures. This presentation discusses the results and future research possibilities

D&D: Peer Engagement to Augment English Learning (PETAEL): Literature Synthesis to Support a Conceptual Model ***Papia Bawa***, *Purdue University*
Sunnie Watson, *Purdue University*

Significant rises in numbers of international and English as Second Language (ESL) learners in the United States has led to a paucity of corresponding resources to support such learners' cross-cultural language acquisition. The PETAEL project is different in what matters as it proposes a parallel curriculum framework, visualizing ESL support as part of all courses, instead of being limited to English composition or out- of- program resources for ESL learners, as is currently the trend.

D&D: Professional Development as Project Management: Structuring the Course Development Process ***Lujean Baab***, *Virginia Tech*
M. Aaron Bond, *Virginia Tech*

Too often instructional designers working with faculty become the 'task master' for project management, ruled by deadlines and deliverables. A trusting and supportive relationship between faculty and instructional designers is critical to success and greatly hampered by this aspect of the instructional designers role. In response, Virginia Tech developed an approach utilizing professional development based upon critical elements for design, quality assurance standards, and peer review to provide project management with a softer touch.

DDL: Challenges in Measuring Student Learning in Online Instruction ***Gayle V. Davidson-Shivers***,

University of South Alabama
Rebecca M. Reese, *Laramie County Community College*

It is well known that challenges in measuring student learning in online environments exit and typically include securing assessments, data and student privacy, and controlling for academic dishonesty. However, other lesser known challenges exit and could impact how well student learning is measured. This concept paper identifies such challenges and explains how instructional design processes might reduce their impact when measuring learning.

DDL: Designing a Positive Learning Experience in Engineering: Student Perceptions of an Online Thermodynamics Course ***Dazhi Yang***, *Boise State University*
Shannon Skelcher, *Boise State University*

Online learning does not appear to be the common solution when approaching some core engineering courses. However, the growing need and resources for online engineering courses necessitates the development of online courses that can allow for the flexibility and convenience these distance learning experiences can offer. Within this session, learning experiences in a thermodynamics course will be relayed through student perceptions and responses through qualitative interviews. Discussion on effective practice and future implications will follow.

DDL: Exploring Learner Interaction in An Online Asynchronous Collaborative Learning in Statistics Education ***Yi-Chun Hong***, *Arizona State University*
Ming-Hung Kao, *Arizona State University*

In this presentation, we use student-generated data to uncover how Statistics students engage in a series of online collaborative activities. We seek to demonstrate how students develop their own patterns of interactions and how they interact with each other throughout the semester. Additionally, we will describe their catalysts to create meaningful conversations and their barriers to engage in-depth constructive dialogues. Students' perceptions data toward online asynchronous collaborative experience will also be reported.

DDL: Perceptions of female Saudi university students regarding the use of asynchronous online discussion boards. ***Hanadi Bokhari***, *Northern Illinois University*
Cindy York, *Northern Illinois University*

This qualitative case study examined implementation of asynchronous online discussion forums at a Saudi university. It focused on understanding student perceptions of using asynchronous online discussion forums in their learning environments and attempt to understand how they construct their learning and what meaning they attribute to their experiences, evaluating their attitudes, opinions, perceptions, and preferences to provide a representation of the data that described the results of the research.

DDL: The use of Tablets and Exercise to Enhance Older Adults' Working Memory ***Al Mizell***, *Nova Southeastern Univ*

This session will report the results on a study using tablets to work on Lumosity exercises the first hour and doing moderate chair exercises the second hour with older adults.

ICEM: Investigating Student Motivation and Expectation on Attitude toward Flipped Learning ***Tahani Obaid Alruwaili***, *University of Northern Colorado*
Heng-Yu Ku, *University of Northern Colorado*

This study investigated the effects of motivation and expectation on student attitudes toward flipped learning in an effort to provide more information to educators regarding flipped learning and successful incorporation of this strategy into teaching practices. A survey was distributed to undergraduate students to investigate their perceptions and beliefs about flipped learning. Findings revealed motivation is a key factor on student attitude about flipped learning.

ICEM: Massive Open Online Course Participants ***Buket Kip Kayabas***, *Anadolu University*
Cengiz Hakan AYDIN, *Anadolu University*

This paper intends to reveal the results of a study in which the general characteristics (demographics, learning strategies, openness to innovation, computer literacy), reasons to attend, satisfaction and persistence of the Turkish MOOC participants were investigated. It was conducted in the Anadolu University's MOOCs platform AKADEMA in which up-to-now total 58 courses offered to thousands of learners. Those audiences who are interested in offering MOOCs in different cultures, moderating/facilitating MOOC participants from various countries, and conducting research on MOOCs might find this presentation quite beneficial.

RTD: Design for Incidental Learning Using

Multimedia Principles ***Seungoh Paek***, *University of Hawaii at Manoa*
Daniel L Hoffman, *Kamehameha Schools*

This study examines whether spatial contiguity influences incidental learning outcomes. While participants (n=149) interact with a multimedia-related task, incidental learning material was displayed on the screen with varying degrees of spatial contiguity and without explanation. Upon completion of the task, participants took an unexpected retention test assessing their knowledge of the incidental learning material. The results suggest that spatial contiguity influenced what was incidentally learned. The presentation discusses the implications for multimedia learning design and research.

RTD: Instructional Methods for Online Writing Courses: A Case Study ***Ryan Patrick Eller***, *California State University, Monterey Bay*
Bude Su, *CSU Monterey Bay*
Karen Wisdom, *CSU Monterey Bay*

This case study is of two sections of the same writing course, that was taught both face-to-face and fully online, at the same university and by the same professor. By comparing effectiveness of two delivery methods, and through looking at student learning outcomes and perceived course achievement, this research aims to provide a pre-developed research methodology for others to explore college-level writing research design.

RTD: The Profile of an On-Campus Student Who Takes Online Courses ***Cheryl Murphy***, *University of Arkansas*
Suzanne M. Kenner, *University of Arkansas*

This study investigates characteristics of on-campus students who take online course sections in comparison to their f2f and fully online counterparts. The authors examine a robust student data set spanning AY2015 from a large research institution to establish a demographic profile of on-campus students who enroll in online courses. Withdrawal rates within online sections are also examined to identify student demographics associated with higher on-campus student withdrawal rates in online courses.

SMT: A Creative Way to Build Confidence and Preparedness for Face-to-Face Interviews: An Online Interview Simulation ***DeAnna L Proctor***, *Morehead State University*
Lenora Jean Justice, *Morehead State University*

An online interview simulation program was used in Interpersonal Communication courses to compare preparedness and confidence in job interview skills between an experimental group, participating in four online interview simulations throughout the semester, and a control group that had no access to the online interview simulation. This presentation will discuss the framework and outcomes of the study and examine future areas of research with games and simulations relating to developing soft skills for job interviews.

SMT: Adaptive Learning in K-12 Math Education
Kevin Smith, *Dakota State University*
Carmen Weaver, *University of Memphis*

Adaptive learning or personalized instruction continues to be a popular trend in educational technology. In this session we will present a review of the literature on the usage of adaptive learning systems in K-12 math education. In terms of improving math achievement, the research is mixed on the whether or not adaptive learning systems have a significant positive impact. However, I will present my findings on why the literature may not be telling the whole story.

SMT: Partnering Pedagogy: Students Are Technology Leaders In Our Schools, But Do They Have a Voice? ***Jennifer Renna Whitney-Emberton***, *Morehead State University*

This session will focus on a collection of information and data to answer: What technology participation opportunities do students engage in daily What are teachers doing to creatively develop student leadership with technology at the school level What will the future hold in student voice and how it relates to personalized learning in the classroom The presenter will showcase examples of student leadership, partnering tools, and examine the data of student leadership in technology incentives.

SMT: Trends and Issues in Instructional Technology and School Library Media Educator Preparation Programs ***Kelly Paynter***, *Jacksonville State University*
Jimmy Barnes, *Jacksonville State University*
Wendy Stephens, *Jacksonville State University*

Two fields that have seen remarkable change since their inception include Instructional Technology and School Library Media. Although separate programs of study, these interest groups often overlap in regards to topics and candidate pools. Participants at this roundtable will discuss trends, issues, and opportunities for these fields. Viewed through a research-focused

lens, topics will include ideal educator preparation program components; what students hope to obtain from these degrees; and the future of these professions.

363. SICET - Big Data Related to Teaching and Learning
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 10

Big Data Ethics of Learning Analytics ***Xiaojun Chen***, St. John's University

The purpose of the presentation is to discuss big data ethics in education from its philosophical perspectives of cyber ethics to recent cases leading to policy and code of conduct development in adopting big data in education. Ethical considerations from data ownership and privacy, instructor and learner responsibilities perspectives are also discussed in this presentation. Practical techniques in preserving privacy will also be discussed.

Exploring the Issues and Impacts of Information Security and Privacy for College Students in the Age of Big Data and Cloud Computing ***Hsin-Tzu (Tommy) Chen***, Chinese Culture University

In the last few years, cloud and big data computing has grown fast and become very popular due to technology advances. But as more and more information on individuals and companies is placed in the cloud, concerns are beginning to grow about the information security and privacy. This research attempts to discuss security and privacy issues, requirements and challenges for cloud and big data computing and to understand the right to be forgotten in information privacy, by investigating user concept and behavior, and to evaluate the impact on college students in Taiwan. Recommended promoting the awareness of the right to be forgotten methods and will be suggested for college students.

364. SMT - Perspectives on K-12 Online and Blended Courses and Providers
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 7

Evaluation and Approval Constructs For K-12 Online and Blended Courses and Providers ***Michael Barbour***, Sacred Heart University; ***Tom Clark***, Clark Consulting

This study provides an overview of existing models of cyber and online evaluation, both of which serve to inform the forthcoming recommendations. In this study, the authors review existing literature related to the evaluation of cyber schools, online, and blended providers, and identified constructs for course and provider evaluation and approval.

Cases of Quality: Case Studies of the Approval and Evaluation of K-12 Online and Blended Providers ***Michael Barbour***, Sacred Heart University; ***Tom Clark***, Clark Consulting

This study provides an overview of existing models of cyber and online evaluation, which serve to inform the forthcoming recommendations. In this study, the authors identify constructs for course and provider evaluation and approval using examples from Georgia, Maryland, California, Washington, Minnesota, and Colorado. The report concludes with potential models and key guidelines states might consider in order to ensure a quality online education is available for all of their pupils.

365. ST&C - Creative Conversations: A Joint Systems Thinking and Change & Organizational Training and Performance Panel Presentation
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 8

Chair:
Genevieve Gallant, *GGConsultants Limited*

Creative Conversations: A Joint Systems Thinking and Change & Organizational Training and Performance Panel Presentation. ***Genevieve Gallant***, GGConsultants Limited; ***Nancy B. Hastings***, University of West Florida; ***Sung "Pil" Kang***, University of New Mexico; ***Tim Boileau***, Indiana State University

A joint interdisciplinary panel of researchers and practitioners session between two AECT Divisions, Systems Thinking and Change (STC) & Organizational Training and Performance (OTP) will address challenge they seek to solve and identify three factors that are either enabling or constraining broader change they wish to see occur in a specific context.

366. ST&C - Leadership by Design: Transforming University Programs
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 9

Transforming Pharmacy Education through Backward Design and Integration ***Julaine Fowlin***, Auburn University, Harrison School of Pharmacy; ***Daniel Surry***, University of South Alabama; ***Channing Ford***, Auburn University, Harrison School

of Pharmacy; ***Lori Hornsby***, Auburn University, Harrison School of Pharmacy; ***Karen Marlowe***, Auburn University, Harrison School of Pharmacy; ***Brad Wright***, Auburn University, Harrison School of Pharmacy

The increasing knowledge-base of the health profession with no increase in instructional time requires healthcare educators to refocus from an emphasis on content coverage. This practice session describes the systemic change process of instructional designers collaborating with pharmacy educators to transform a traditional content based curriculum to one where content is closely interwoven with the transfer context. The session will present our progress to this point and implications of lessons learned.

Leading Change and Innovation in a Connected World: Designing Design Based, Blended Professional Graduate Programs ***Michele Jacobsen***, University of Calgary; ***Eugene Kowch***, University of Calgary - Faculty of Ed

Universities prepare leaders who lead and study change and innovation in a connected world. Our design thinking approach to designing blended professional graduate programs is a product of interconnected leadership for learning in technology-enhanced learning contexts. A focus on design shifts graduate education from discipline-based competency to interdisciplinary, change-capable competency development for masters students. This presentation focuses on design thinking, systemic change and leadership dynamics underlying graduate programs for design thinking and leadership competency development.

367. Special Session - Competency-Based Education: Why You Should Be Paying Attention
2:15 pm to 3:15 pm
Conf Ctr - Ballroom D

Competency-Based Education: Why You Should Be Paying Attention ***Jason Huett***, University of West Georgia; ***Jennifer Smolka***, Walden University; ***Christine K. Sorensen Irvine***, University of Hawaii at Manoa

Competency-Based Education is not new. However, the nationwide interest in CBE is. The US DOE has announced the creation of "experimental sites" around the country to explore CBE, and more than 350 institutions are currently offering or creating CBE degree tracks. This approach has the potential to rewrite the way we deliver academic programs as well as how we define the credit hour, pace the learning experience, assign academic credit, and distribute financial aid.

368. TED - Online and Blended Strategies for Teacher Education
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 13

Be Creative, Make It Happen: Supervising and Mentoring Pre-service Teachers Online for Educational Technology Practicum ***Yi Jin***, Iowa State University

In this session, the presenter will discuss the instructional design of an online course designed especially for pre-service teachers who are participating in educational technology practicum. The presenter will also share the success and challenges of supervising and mentoring pre-service teachers online mainly through the Learning Management System. The presenter hopes to open the conversation with educational technology faculties who offer similar courses or would like to provide this kind of experience to pre-service teachers.

Flipping the Technology Integration Classroom with Pre-Service Teachers ***Jacob A. Hall***, Syracuse University; ***Jing Lei***, Syracuse University

Participants in this session will learn how Merrill's First Principles can be applied seamlessly in the flipped approach. Grounding the flipped classroom in these principles allows for creativity in teaching and design based on effective and rigorously researched instructional practices. Teacher educators in attendance may be especially interested in how this design was implemented in a teacher preparation program. Design considerations, lessons learned, and this design's potential in teacher education will be discussed.

Pre-service Teachers Perspectives on Using Blended Learning to Teach Technology Integration Courses ***Olha Ketsman***, Northern Illinois University

This research presentation will discuss the use of blended learning to teach technology integration courses. Pre-service teachers enrolled in technology integration courses at the large university in the Midwest participated in the study. The study found positive relationships between students' prior experience with both blended and online instruction and their perspectives on using blended learning to teach technology integration courses.

369. TED - TEDCamp: Dissemination Technologies 2: Creative and Advanced Applications of Ad Hoc Networks and Other Technologies
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 11

Dissemination Technologies 2: Creative and Advanced Applications of Ad Hoc Networks and Other Technologies ***Jesse Strycker***, East Carolina University

TEDCAMP A continuation of last year's session that considered different dissemination technologies like dead drops and ad hoc networks. This session explores more creative and advanced applications of ad hoc networks and other technologies.

370. TED Panel: Truth and Consequences: The Impact of the edTPA on Teacher Education Programs and Professional Practice
2:15 pm to 3:15 pm
Conf Ctr - Conference Rm 12

Truth and Consequences: The Impact of the edTPA on Teacher Education Programs and Professional Practice ***Jennifer Banas***, Northeastern Illinois University; ***Kay Persichitte***, Univ of Wyoming; ***Tonia A. Dousay***, University of Wyoming; ***Lucy Santos Green***, Georgia Southern University; ***Marshall G. Jones***, Winthrop University

The edTPA is a standardized, three-part, performance assessment designed to measure readiness to teach. To date, 35 U.S. states require teacher candidates seeking licensure to pass this assessment. Adoption of this assessment has led teacher preparation programs to make sweeping changes to their curriculum and instruction to assure candidates are prepared. In this panel, teacher educators will share learned experiences and modifications made to their own curriculum and instruction to prepare candidates for the edTPA.

371. ect Foundation Board of Trustees Meeting II
2:30 pm to 4:30 pm
Conf Ctr - Board Rm

Chair:
Ward Cates, *Lehigh University*

372. AECT - Transdisciplinary Collaborative Learning: Design, Practices, and Experience with Telepresence, Robotics, and Makerspaces
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 6

Transdisciplinary Collaborative Learning: Design, Practices, and Experience with Telepresence, Robotics, and Makerspaces ***Nick Swayne***, James Madison University; ***Kevin Giovanetti***, James Madison University; ***Fred Briggs***, NOVA-Labs; ***Patrice Ludwig***, James Madison University; ***Michele Estes***, James Madison University; ***Sean McCarthy***, James Madison University; ***Audrey Barnes***, James Madison University; ***Juhong Christie Liu***, James Madison University

Using a variety of media and case studies, the panel will address the adoption and use of technologies such as robotics, telepresence, and makerspaces for trans-disciplinary learning that has initiated significant grassroots change within the institution. The analysis of teaching and learning strategies shows promise of supporting deep learning for students, a scholarship of teaching and learning for faculty, and conceptualization of a change agent. A vision for the future will be explored with audience.

373. CLT - Game Design, Personalized Learning and Personal Response Systems in Higher Education
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 1

Collaborative Practices in an Undergraduate Capstone Game Design Course ***Helen Fake***, George Mason University; ***Jennifer Whiteman***, George Mason University; ***Brenda Bannan***, George Mason University

In this deductive qualitative case study, researchers observed the interactions of undergraduate students in a Capstone Game Design Class at a mid-Atlantic University. The researchers found that all facets of the collaborative framework to include governance, administration, organizational autonomy, mutuality, and norms were represented in ethnographic observations and focus group sessions (Thomson et al., 2007). Specific findings regarding the collaborative game design process as well the social and cultural dimensions of game design are discussed.

Implications of implementing personalized learning as a pedagogical approach in graduate teacher education ***Laurie O. Campbell***, University of Central Florida; ***Paola V. Clark***, University of Central Florida

The term personalized learning proliferates the educational landscape. Recent technological advances have facilitated the growth of personalized learning as a pedagogy for teaching and learning. Because personalized learning as a pedagogy is in its infancy, research is warranted to understand and develop personalized learning as a pedagogy (ELI, 2015). In this view, a recent mixed methods study was conducted

of personalized learning among graduate education students.

Analyzing the Effectiveness of Student Personal Response Systems in Undergraduate Professional Aerospace Education Courses ***Leo Murphy***, Embry-Riddle Aeronautical University; ***Arthur Jamison***, Embry-Riddle Aeronautical University

This study assessed the effectiveness of student personal response systems on increasing pass rates on a national certifying examination. The performance of 16 undergraduate college sections with nearly 450 enrolled students was examined and comparison groups were those classes whose professors used student personal response systems and those classes whose professors did not. A statistically significant relationship was found between the use of student personal response systems and successful passing of the examination.

374. D&D - Design Spaces
3:30 pm to 4:30 pm
Conf Ctr - Ballroom D

How To Fill Our Design Spaces ***Monica Tracey***, Wayne State University; ***John Baaki***, Old Dominion University

In this experiential session, participants learn HOW to fill design spaces. Participants will engage in design activities using an identified design space framework. Participants will learn HOW to develop personas. Focused on alignment, participants will learn HOW to identify and create innovative outcomes in the goal and outcome space. Participants will learn HOW to simultaneously work in a problem and solution design space. A debrief will focus on how participants design in spaces moving forward.

375. D&D - E-learning Readers and Textbooks
3:30 pm to 4:30 pm
Conf Ctr - Ballroom G

Exploring the Use of eTextbooks in Higher Education: A Four-Year Survey Study ***Aimee deNoyelles***, University of Central Florida; ***Baiyun Chen***, University of Central Florida

In this session, results from an American university-wide survey will be shared concerning students' and instructors' practices and perceptions of eTextbooks. Comparison of survey results collected in 2012, 2014, and 2016 will highlight changes in beliefs and applications of this technology across the four-year period. The findings may guide students, instructors, and university leaders to implement more effective implementation and professional development with respect to eTextbooks.

The Failure of e-Readers in Higher Education ***Jan Delcker***, University of Mannheim; ***Biljana Rudic***, Baden-Wuerttemberg Cooperative State University; ***Andrea Honal***, Baden-Wuerttemberg Cooperative State University; ***Matthias Baum***, Kaiserslautern University of Technology; ***Dirk Ifenthaler***, University of Mannheim

This research proposal reports a study investigating the effectiveness of e-readers in higher education. E-readers are devices developed especially for reading e-books. This longitudinal study focuses on the benefits of e-readers for selected aspects of students' learning needs. The findings indicate that e-reader provide an inexpensive opportunity to improve an institution's range of offered media, however, students demand multifunctional devices which facilitate their learning needs.

376. D&D - Learner-centered Teaching Strategies
3:30 pm to 4:30 pm
Conf Ctr - Pavilion 6

DRAWING PEER'S MAP: Process design for peer tutoring to facilitate tutee's learning ***Min Young Shin***, University of Georgia

This presentation will explain the process design of peer tutoring by using the drawing peer's concept map. Peer tutoring can be more effective for the tutor than tutee in that tutor can reflect and reinforce their knowledge through rehearsal. In contrast to the tutor, there are relatively less chances for the tutee to explain and review the knowledge. Thus, this presentation will suggest the activity for improving a tutee's participation by drawing a peer's map during listening to the explanation.

Teamwork Trust in a Learner-Centered Collaborative Online Learning Environment: A Close Look from Students' Perspectives in Terms of Social Presence and Cognitive Presence ***Hungwei Tseng***, Jacksonville State University; ***Hsin-Te Yeh***, Metropolitan State University of Denver; ***Yingqi Tang***, Jacksonville State University

Teamwork trust plays an important role in a collaborative online learning environment. Understanding factors contributing to a better teamwork trust experience for students helps

instructors prepare appropriate teaching strategies. The purpose of the study was to understand the relationships of teamwork trust and learner-centered teaching strategy, cognitive presence, and social presence. The results indicated that learner-centered teaching strategy, cognitive presence, and social presence were positively related to teamwork affective trust and cognitive trust.

Towards Effective Machine Tutoring through Real-Time Dialog ***Kenneth Luterbach***, East Carolina University

Dialog between a machine tutor and a student is just as vital as the conversations between human tutors and students. Formerly, machine tutors were vastly inferior due to the superiority of human dialog. While machine-human dialog is still inferior to human conversation, one of the two key barriers to parity, the problem of voice recognition, has largely been solved. Now, let's overcome the second problem, generating intelligent dialog, and create effective machine tutors?

377. DDL - Competency Based Education
3:30 pm to 4:30 pm
Conf Ctr - Pavilion 10

Creatively implementing online competency-based learning in a traditional university: Sometimes you can fit a round peg in a square hole ***Christine K. Sorensen Irvine***, University of Hawaii at Manoa; ***Jonathan Mark Kevan***, University of Hawai'i at Manoa; ***Ariana Eichelberger***, University of Hawaii at Manoa

This session includes two 30-minute presentations about online competency-based education (CBE) in higher education. Session 1 reviews the history of CBE, current demand, and the influence of technology on recent expansion. Technologies that hold future promise will be explored. Session 2 focuses on lessons learned, from development and instructional viewpoints, in developing and offering an online CBE course in a traditional university environment. The session will end with a discussion and sharing among participants.

378. DDL - Feedback & Modeling
3:30 pm to 4:30 pm
Conf Ctr - Pavilion 11

Examining an Instructor's Online Interaction and Participation in a Ning Online Discussion Forum ***Fan Ouyang***, University of Minnesota; ***Cassandra Scharber***, University of Minnesota

An experienced online instructor's online discussion design, online interaction, and discussion participation is analyzed within a Ning-based online forum. Opsahl's network measures and tools are utilized to analyze the instructor-student interaction and the discussion participation. Based on the network analysis results, we propose implications for online instructors to improve online discussion design and facilitation in order to foster an engaging online learning experiences and to build an interactive online learning community.

The Effectiveness of Modeling Strategies in an Asynchronous Online Learning Environment ***Jennifer Brown***, Old Dominion University; ***Jill Stefaniak***, Old Dominion University

There is little research in regard to appropriate modeling strategies for various learning environments. This study sought to determine if there is a difference between text and resource based modeling and video modeling with narration in an online learning environment. Findings and implications for use of modeling activities during instruction will be discussed in greater detail.

379. DDL - Professional Development & Adult Education
3:30 pm to 4:30 pm
Conf Ctr - Pavilion 9

Designing Professional Development MOOC For Community College Computing Faculty: LighthouseCC MOOC ***YunJeong (Eunice) Chang***, University of Virginia; ***Leslie Cintron***, University of Virginia; ***Joanne Cohoon***, University of Virginia; ***Jim Cohoon***, University of Virginia

While computing (CS) occupations increasingly dominate the workforce, the discipline fails to attract sufficient and diverse students (i.e., women, underrepresented minorities) to meet workforce needs. To address this issue, Lighthouse projects provide CS instructors in community college (CC) with professional development (PD) MOOCs. In this paper, we present how a PD MOOC has been designed with relevant instructional design principles and theories to suit CC CS instructors' learning needs.

Framing the Painting: Retention Policies and Practices in Blended Adult Education ***Katie Goeman***, KU Leuven; ***Ellen Van Twembeke***, University of Leuven (Belgium); ***Luc De Grez***, KU Leuven

Just like builders need to follow construction regulations, those responsible for implementing and managing blended learning are subject to higher-level decision making. In this contribution we present

an approach for framing contexts in which blended learning takes place, a key principle in design-based research. We apply the proposed contextual analysis in a mixed-method study on learner retention in blended adult education. By outlining features of policies and resulting practices we expose relevant tracks for further intervention studies.

380. ELT - Vegas Spotlight on Communication
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 2-3

Vegas Spotlight on Communication: Reasserting the "C" in AECT ***Scott Joseph Warren***, University of North Texas; ***Jenny S Wakefield***, University of North Texas

This one-hour session discusses role of communicative actions to understand learning and teaching in the context of today's digital delivery platforms. We overview educational communications theory, along with examples and research outcomes, to frame instructional design principles and spur educational discourses, while explaining how and why learning results. We reassert the communication's centrality to elucidate why and how learning should occur from our designs, rather accepting the problematic view that media directly influences learning.

381. FR - Learning Theories
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 9

Using a Mathematical Model of Motivation, Volition, and Performance to Examine Students' E-Text Learning ***Elena Novak***, Kent State University; ***Kerrie McDaniel***, Western Kentucky University; ***Jerry Daday***, Western Kentucky University; ***Thomas C. Reeves***, The University of Georgia

We explored undergraduate biology students' learning and attitudes toward digital textbooks using a mathematical model derived from Keller's (2008) Motivation, Volition, and Performance (MVP) theory. A comprehensive data set that included student e-text learning, motivation, cognitive load, engagement, and academic background (N = 1,125) was used to evaluate student e-text satisfaction and demonstrate generalizability of a MVP mathematical model that can be used as a tool for diagnosing learning and performance problems.

382. GSA -3MT Competition Finals
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 14

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!

383. INTL - A Look at Technology Integration from Different Perspectives
3:30 pm to 4:30 pm
Conf Ctr - Pavilion 3

The Use of Digital Storytelling in Teacher Education ***Omer Faruk ISLIM***, Ahi Evran University; ***Pelin YUKSEL***, Inonu University; ***Soner YILDIRIM***, Middle East Technical University

This study investigate the use of digital storytelling in teacher education. Participants of the study were consisted of 52 sophomores from College of Education. These pre-service teachers were assigned to design and develop digital stories, and evaluate their peers. The data of this study were collected via face-to-face group interviews. The results of the study reveal the reasons of choosing topic, software, opinions of pre-service teachers towards using digital storytelling, and suggestions for future applications. The conference attendance of this paper was supported by the Ahi Evran University Scientific Research Projects Coordination Unit. Project Number: EGT.A3.16.007

American and Taiwanese Pre-service Teachers' Challenges in Technology Integration ***Szu-Yueh Justine Chien***, University of Wisconsin-Extension; ***Wan-Lin Yang***, National Cheng Kung University

This study aimed at investigating the challenges that American and Taiwanese pre-service teachers encountered while they were learning how to effectively integrate technology in their future classrooms. With the understanding of the challenges, strategies that might help teacher education programs to better assist pre-service teachers would be provided. The findings might provide insights for both researchers and practitioners to design technology integration courses for pre-service teachers' preparation in teacher education program.

Educational Technology and Mediendidaktik: A comparative study of the two fields ***Swapna Kumar***, University of Florida; ***Kerstin Mayrberger***, University of Hamburg

We present a comparative analysis of educational technology in the US and Mediendidaktik in Germany, fields that have similar goals of facilitating teaching and learning with technology. Educational

philosophies, the history of each country, political systems, socio-cultural perspectives, disciplinary orientations, and organizational characteristics have contributed to differences in the development and practice of these disciplines. We describe differences and similarities as well as challenges in attempting a comparative analysis of related disciplines in two countries.

384. OTP - Workplace Instructional Design
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 4-5

A Panel Discussion of Instructional Design for Education and the Workplace: Cousins, But Not Twins ***Steven W. Villachica***, College of Engineering, Department of Instructional & Performance Technology; ***Quincy Conley***, Boise State University; ***Lisa A. Giacumo***, Boise State University; ***Kay Persichitte***, Univ of Wyoming; ***Kent Sabo***, Arizona State University

Performance improvement specialists, educational technologists, and instructional designers (IDs) ply their craft in both educational and workplace settings. Drawing on a shared evidence-based knowledge base, IDs often assume that their practices don't vary significantly between the two settings. Is this assumption valid? This panel will explore the nuances of instructional design in these settings, places where theories, practice, and context are the same—and different. Join us for this open discussion of ID practice.

385. Posters Session 3
3:30 pm to 4:30 pm
Conf Ctr - Ballroom C

Participants

DDL: A Systematic Review on Self-Regulated Learning in Massive Online Open Courses ***Daeyeoul Lee***, *Purdue University*
Sunnie Watson, *Purdue University*
William Watson, *Purdue University*

Because MOOCs attract learners with diverse dispositions, understanding of learner behaviors in MOOCs is important. Although it was identified that self-regulated learning is a psychological determinant of learner behaviors in MOOC-based environments and is a crucial factor influencing students' success in online learning environments, the body of study on self-regulated learning in MOOCs is scarce. The purpose of this systematic review research is to investigate the current status of research on self-regulated learning in MOOCs.

DDL: Does size matter? An exploration into faculty perceptions and practices of teaching large online courses ***Justin Keel***, *Frostburg State Univeristy*
Crystal Gasell, *University of Colorado Denver*
Jeanna Cronk, *Northwood University*
Patrick Lowenthal, *Boise State University*
Joanna Dunlap, *University of Colorado Denver*

Everyone is interested in class size. Some want smaller classes (in hopes to improve learning) while others want larger classes (to save money). The research, though, on class size is mixed. One thing that is clear is that as the demand for online courses increases, so does class size. Each semester faculty find themselves teaching larger online courses. We set forth to investigate the experiences and instructional decisions of faculty teaching large online courses.

DDL: Higher Education Institutions Acquiring Distance Education Content from Commercial Vendors ***Fethi A. Inan***, *Texas Tech University*
Weihong Ning, *Texas Tech University*
Fatih Ari, *University of South Carolina*
Zhangxi Lin, *Texas Tech University*
Amani Zaier, *Texas Tech University*

One of the major challenges of offering online courses is the design and preparation of course content which significantly impacts online instructors' workload. To eliminate extensive instructor time commitments for course developments, licensing and/or purchasing online course content from private vendors could provide a reasonable solution. The purpose of this study is to build a model to identify and profile potential institutions that would likely purchase online content from commercial vendors. Data were extracted from a survey conducted by the National Center for Education Statistics, Institute of Education Sciences. The publicly available data include information on the prevalence, types, delivery, policies, and acquisition or development of distance education courses and programs. The results indicated that about thirty percent of institutions have acquired online course content from commercial vendors with the majority of these customers being public 2-year institutions

DDL: How an Online Community Promotes Graduate Students' Professional development ***Zhongrui Yao***, *Florida State University*

By using online ethnography, this study explores the

challenges that face graduate students, the causes of these issues, and coping strategies as articulated by members of in one online community. This community provides a safe place for graduate students to talk about challenges that they would not talk about in their local environments. Findings indicate that graduate students have concerns with academic work, time management, mental health, part-time jobs, relationships, funding and future careers.

DDL: I Can't Ad Lib: The Online Course Development Institute ***Constance Harris***, *George Mason University*
Larisa Olesova, *George Mason University*

This case study research will examine faculty member experiences during a six-week cohort-based asynchronous training program developed and facilitated by instructional designers at one of the largest universities in northern Virginia. This study found evidence indicating that instructional design support during a well-designed professional development course can help faculty members overcome challenges; transfer their skills to online teaching practice; and revealed the importance of instructional designers in modelling best practices of teaching online.

DDL: Mind Mapping for Distance Learning ***Eunice Luyegu***, *Nova Southeastern University*
Wenxia Wu, *East Virginia Medical School*

Mind Maps are a simple, active, student-centered learning strategy for representing knowledge in visual form. Through diagramming, students can effectively capture, learn, manipulate, and develop information. Mind maps enable students to comprehend, create new ideas, and build connections in a wide variety of fields. During this interactive session, mind maps will be discussed. Participants will view a tutorial of mind maps and have an opportunity to create mind maps.

DDL: Motivation, Self-regulated Learning and Sense of Community as Predictors of Learner Satisfaction in Online Courses ***Yasin Yalcin***, *Florida State University*
Vanessa Dennen, *Florida State University*

The purposes of this study are to investigate 1) the relationships between motivational constructs (i.e. intrinsic and extrinsic goal orientations, task value and self-efficacy), self-regulated learning, sense of community and satisfaction with online learning experience, and 2) the extent to which the variables mentioned above explain online learners' satisfaction with the learning experience. Sixty-eight undergraduate and graduate students participated in the study. The study findings revealed that self-efficacy and sense of community are the significant predictors of online learners' satisfaction with the learning experience.

RTD: Characteristics of Second Submission Learners at the Transaction and Knowledge Component Levels ***John Chapman***, *Brigham Young University*
Randall Davies, *BYU*
Rob Nyland, *Brigham Young University*
Gove Allen, *Brigham Young University*

In an undergraduate, introductory spreadsheet course learners make up to 2 submissions for each assignment. However much fewer learners than expected actually submit more than once. In order to understand why so few learners make a second submission, what common characteristics exist among learners who make a second submission? And, what patterns, if any, exist at the transaction-level data (step-by-step activity log), and at the knowledge component (sub-task) level?

RTD: [NR]Collaborative Knowledge Building through Multiple Representations in a Computer Supported Collaborative Learning Environment ***Bahadir Namdar***, *Recep Tayyip Erdogan University*

Computer-supported collaborative learning supports the co-construction of knowledge with the aid of external representations. A group of college students (n=12) used a web-based knowledge organization platform to argue about healthy eating. Text mining, argumentation, content analysis were used to understand the learners' collaborative knowledge building and argumentation strategies. Results indicated that the knowledge network were better connected and learners either increased the quality of their arguments or incorporated evidence from others' knowledge organization entries.

RTD: Development of Professional Self-Efficacy in Novice Instructional Designers through Collaborative Learning Experiences ***Victoria Lowell***, *Purdue University*
Iryna Ashby, *Purdue University*

Professional self-efficacy is an important topic which is rarely taught in graduate programs. The goal of this proposal is to explore means and strategies for increasing professional self-efficacy of novice instructional designers enrolled in an advanced degree program. Using pre- and post-tests, course

assignments, student and instructor interviews, and course evaluations, the presenters will discuss the implications of the results, and offer practical recommendations for developing professional self-efficacy of students in graduate courses.

RTD: Dialogic Learning and Self-Explanation in Classrooms Implementing Worked Example Instruction with Interactive Whiteboard Technology ***Joan Mazur***, *University of Kentucky* ***Ellen Bloomfield***, *Midway College*

This research seeks to assess the effect of different features and affordances of the IWB on the development of whole class dialogue and student self-explanation about the worked example. This single, embedded case study in a urban sourtheastern classroom provided evidence of the mediating effects of the interactive whiteboard tools and resources and demonstrated multiple forms of dialogic learning through self-explanation and peer interaction. Theoretical dimensions of Activity Theory are problematized in the findings.

RTD: Middle School Students Perceptions of Using Games in the Classroom ***Belen Garcia***, *Purdue University*

The purpose of the study is to investigate students' perceptions of incorporating games in the classroom for 7th and 8th graders. 118 students in seventh and eighth grade students enrolled at a private middle school responded the survey "Students' Perceptions about the Use of Video Games in the Classroom" (Bourgonjon, Valcke, Soetaert & Schellens, 2010). This instrument has been validated with children 12 to 20 years old.

RTD: Using Social Network Analysis to Investigate Student Social Presence Through Blogging Activities in an Online Course ***Jiaming Cheng***, *Syracuse University* ***Mary Wilhelm-Chapin***, *Syracuse University* ***Jing Lei***, *Syracuse University*

Social presence in online learning environments has been posited as a means to improve instructional effectiveness in such environment. To understand the effect of social presence, we propose to use Social Network Analysis (SNA) to examine the patterns of interaction in online learning environments. In the study, we used SNA to explore students' interaction patterns and class connections in an online course. A series of SNA measures were computed and explained in the following part.

386. Presidential: Implementing Burke Connection Mapping for Creative Insight Into Content and Design
3:30 pm to 4:30 pm
Conf Ctr - Ballroom A

Implementing Burke Connection Mapping for Creative Insight Into Content and Design ***Richard Ingram***, James Madison University

This proposal reports a Category 3 research methodology for the study of creativity. Burke Connection Mapping provides a loose formalism for promoting fruitful serendipity and/or intellectual insight based upon the juxtaposition of disparate elements and/or the strength of weak ties among knowledge elements leading to the discovery of intriguing "imaginative patterns on the web" by novice as well as expert learners across disciplines. These session describes a technique for implementing such mapping.

387. RTD - Ethics and Leadership in Education
3:30 pm to 4:30 pm
Conf Ctr - Ballroom E

Barriers to Developing Empathic Ability: Gender Inclusivity in Technology Education ***Colin M. Gray***, Purdue University; ***Terri S. Krause***, Purdue University; ***Marisa Exter***, Purdue University

Engineering and technology education scholars are increasingly focusing on the ethical content of designed artifacts, and the role of ethically-informed decision making by designers. In this study, we document the activities of undergraduate technology students as they sought to develop an off-the-grid toilet for the developing world as a means to understand the development of empathic ability. Implications concerning the agency of learners in this process are considered.

Having Agency in Conditions That Are Not Equitable: An Examination of Donors Choose Data ***Joshua Michael Rosenberg***, Michigan State University

This study examines how teachers are having agency through the creation of Donors Choose projects using a sample of projects from more than 350,000 teachers. A basic text analysis approach was used to identify categories of resources requested and differences in categories over time and across subject area and poverty level were examined. This study makes contributions to better understanding how teachers are

using Donors Choose to enact their agency in a novel way.

388. RTD - Precedent, Emotions, and Instructional Design
3:30 pm to 4:30 pm
Conf Ctr - Ballroom F

Eliciting precedent in Instructional Design: The case of Bonne Chance ***Craig D. Howard***, The University of Tennessee Knoxville; ***Sebastien Dubriel***, The University of Tennessee Knoxville; ***Carolyn Staples***, The University of Tennessee Knoxville; ***Lisa Yamagata-Lynch***, University of Tennessee

An interview protocol for creating instructional design cases by third party interviewers was created to elicit design precedent from instructional designers. The protocol was developed using published research, and then used in an interview of a design team who had created a complex instructional design. Issues emerged surrounding how designers on a single team can envision a design differently, and how precedent is selected to be shared. Problem areas and plausible revisions are discussed.

Tacit Commitments: Unpacking Conceptual Variance in the Study of Emotions in Andragogy ***Joy A.R. Eliot***, University of Central Florida; ***Atsusi Hirumi***, University of Central Florida

Applying Bostwick et al.'s proposed methodology for assessing competing instructional theories, we re-examine competing theories of emotion, digging down to the "ontology" (in the computing rather than the philosophical sense) of theory to classify theories in terms of their implications as well as their use of words, to avoid either false synthesis or false dichotomy. What tacit assumptions guide theory on emotion and learning, and how might those assumptions influence design decisions?

389. Roundtables Session 3
3:30 pm to 4:30 pm
Conf Ctr - Ballroom C

Participants

D&D: A learner–centered online assessment to foster creativity in higher education ***Hsin Han Yu***, *University of the Pacific*
Erica Peppers, *University of the Pacific*

Based on hand on experiences this proposal reports a best practice to guide university faculty members to prepare and develop differentiated assessments for project-based learning courses to address the diverse needs of college student population. The presentation will discuss how differentiated assessments can help engage students in active learning, foster creativity with student assessment, and cultivate an inclusive online classroom. Examples will be shared throughout in this presentation.

D&D: A Review of the Effects of Supplemental Instructional Videos on Student Learning and Motivation ***Smita Jain***, *University of Memphis*
Trey Martindale, *University of Memphis*

Supplemental instructional videos such as Khan Academy, ASAPScience, and YayMath have been changing educational practice and enhancing student motivation and learning. Supplemental videos can potentially provide individual instruction, and motivation for students. There are also barriers to use, and potential pitfalls. We will present our literature review of research and practice in the use of supplemental instructional videos. We will share our full paper and bibliography with attendees.

D&D: Factors Influencing the Effectiveness of Peer Feedback Practices among Pharmacy Students ***Supriya D Mishra***, *University of Georgia Athens*

There is a consensus among educators on the value of peer feedback (PF) techniques in classroom settings, if the activities are designed properly. The purpose of this paper is to identify various factors cited in literature impacting the effectiveness of PF and provide evidence on the set of factors that best explains the perceived effectiveness of PF. Understanding these factors and their impact on PF practices may contribute towards optimizing the educational value of PF.

D&D: Mobile and Social Technologies Supported ESL Writing: A Study in Middle School ***Yu-Hui Ching***, *Boise State University*
Joeun Baek, *Boise State University*
Yu-Chang Hsu, *Boise State University*
Youngkyun Baek, *Boise State Univeristy*

Mobile assisted language learning (MALL) can foster situated and collaborative learning for language learners. In this study, we explore the effects of mobile and social technologies on English writing skills, writing attitude, and collaborative skills of Korean middle school students who learn English as a second/foreign language. Our presentation will engage participants in a discussion about the implications and challenges of using mobile and social technologies to enhance EFL situated and collaborative writing.

D&D: Prediction Equations Between Teachers' Priorities and Students' Achievement Levels in Hidden Dimensions of Curricula ***Soonhwa Seok***, *Korea University*
Boaventura DaCosta, *Solers Research Group*

In this presentation, a study is discussed aimed at identifying hidden dimensions of curricula for students with intellectual disabilities by investigating special education teachers' priorities in terms of educational supports for these students. A total of 1,072 teachers across 38 private and public schools participated by responding to 64 items of adaptive behavior skills. Findings revealed four dimensions along with significant prediction equations between teachers' priorities and students' achievement levels in each dimension.

D&D: Supporting online help-seeking with a web-based help-seeking tool ***ERKAN ER***, *University of Georgia*
T J Kopcha, *University of Georgia*

This study proposes design guidelines for promoting help-seeking and discusses the application of these principles in the design of a web-based help-seeking tool (EchoLu). The study involved three iterations of implementation to continuously refine EchoLu. The results provide insight into the theories that informed the design of EchoLu and the design principles themselves. A new model illustrating processes involved in online help-seeking is discussed, and an emergent principle for online help-seeking is suggested.

D&D: The YouTube Effect: Do Default Multimedia Controls Impede Novice Learning? ***Thomas R. Wilson***, *Azusa Pacific University*
Ginger S Watson, *Old Dominion University*

The slider control is ubiquitous in multimedia instruction, but should it be? Mayer has suggested that the slider control might create cognitive overload in novice learners, but he has cited no evidence. If Mayer is correct, typical multimedia controls might impede learning. Your dilemma: follow Mayer's unsupported assumption or make an unsupported assumption of your own. This presentation offers a third option … Design your multimedia instruction based on empirical data from our recent study.

D&D: Visual Design Principles and Elements for the Creation of Instructional Media ***Kei Tomita***, *Indiana University Bloomignton*

While there is a large body of literature on graphics related to the content (e.g., Clark & Lyons, 2011; Twyman, 1985), there are not as many studies available about the effects of micro visual elements or visual embellishments (e.g., Grabinger & Amedeo, 1988). Thus, this roundtable session intends to discuss each attendee's experience and opinions about certain visual elements in order to identify which visual elements might play significant roles in students' learning experience.

DDL: Captioning Course Material: Current Issues and Creative Solutions ***Becky Sue Parton***, *Walden University*

Captioning is a legal, ethical, and Universal Design for Learning (UDL) issue that affects professors teaching online. For informal class videos, professional captioning may not be feasible. Results will be briefly shared from a research study focused on auto generated captions for graduate courses. Creative approaches to addressing accessibility will be shown and discussed including tools that allow students to crowd-source captioning. Participants will then dialogue on best practices, barriers, ideas, and future research directions.

DDL: Does our Complacency in Online Settings Dehumanize our Students and Ourselves? ***Amy C Bradshaw***, *University of Oklahoma*
Cat Jackson, *University of Oklahoma*

In this session we discuss factors that contribute to perceptions of dehumanization, and how these factors may apply in online learning contexts. After briefly introducing conceptual and philosophical bases for considering the topic, discussants encourage participants to share their experiences and perspectives. This discussion facilitates deeper consideration of related themes and encourages participants to explore their own involvement in the perpetration of dehumanization in online learning.

DDL: The Effects of Video Discussion Posts on Social Presence and Course Satisfaction in An Online Course ***Ying Xiu***, *Oklahoma State University*
Penny Thompson, *Oklahoma State University*

This in-progress study explores the effects on social presence and course satisfaction when students use video instead of text for a portion of their posts to an asynchronous discussion board. Preliminary quantitative data (N=20) shows no significant differences between the Video and Text groups, but qualitative data provides insight into students'

experiences with video posts. Findings from this study will help instructors and course designers select appropriate media for student-to-student interaction in online courses.

ELT: An online database to support tracking trends in Instructional Design and Technology ***Weinan Zhao***, *Florida State University*
Fabrizio Fornara, *Florida State University*
Robert Reiser, *Florida State University*

IDT professionals need to be aware of the latest trends that are having an impact on the field. The database that will be described in this presentation provides an easy-to-use tool that enables those interested in keeping track of the latest trends to store relevant trends data, and enables those who want to monitor and/or report upon such trends to easily access that information.

ELT: Literature Review on Effects of Video Technology on Second Language Learning ***Yujia Huang***, *Florida State University*

Video technology (VT) can be classified into video materials, videoconferencing, video recording, and video production (which refers to students' creating their own digital stories). This literature review aims to (a) analyze and synthesize the studies which have investigated the effects of VT on second language (L2) learning to identify the forms of VT and their specific contexts, and (b) provide guidelines for instructors and researchers about the use of VT to promote L2 learning.

ELT: The Effect of Computer Network Simulators on Students' Motivation and Learning ***Omer Delialioglu***, *Middle East Technical University*
Halil Güllü, *Middle East Technical University*

The study explores students' attitude, motivation and learning in introductory networking courses where a simulator was utilized for doing practice. Basic qualitative research method was utilized to seek answers to the research question. Data was collected by individual interviews, conducted to 12 undergraduate and 5 graduate students.

ELT: The Impact of Digital Device on Decision-making in Web Searching Processes: A Comparison between Desktop Computer and Smartphone ***Zui Cheng***, *Purdue University*

College students use all types of digital devices to interact with online resources. Commercial search engine is usually their primary starting point. However, we know little about how the device(s) they use can influence their evaluation and decision-making processes through commercial search engine. Thus, this presented study explores how college students make choices on which entry to select in a Google results page when they are interacting with desktop computers and smartphones.

INTL: Course design model for online Korean language instruction incorporating Mobile devices and applications ***Daniel Watanabe***, *Olympic College*

This session focuses on developing a course design model for teaching Korean language online through logging daily activities by students creating interactive multimedia using mobile devices for instructor/native speaker feedback. Native speaker instructional designers worked with the student to create the course and provided necessary insight to appropriate language usage and cultural references. Developing the course created an opportunity to approach instructional design from multiple cultural perspectives to create a unique learner experience.

INTL: Technological Needs of an Massive Open and Distance Learning Providers ***Abdulkadir Karadeniz***, *Anadolu University*
Cengiz Hakan AYDIN, *Anadolu University*

The main goal of this paper has two folds: First it provides an insight about technological needs of a large open and distance learning provider (an open university); and second, it reveals the results of a focus group study that intended to select a technology solution addresses the needs of this ODL provider.

INTL: Towards a validated needs assessment process in international contexts: A case study in Saudi Arabia ***Mashael Hassan Alqahtani***, *Virginia Tech*

This study attempts to examine how an existing Three-phase needs assessment model developed by Altschuld and Watikins (1995) in the United State can be adapted and translated to fit local needs of the Saudi Arabian context. This case study would explore how contextual factors influenced the adaption of the model created in the United State as they are re-purposed for use in Saudi Arabia.

RTD: A Theory-Based Design Model for Game-Based Science Inquiry ***Yiping Lou***, *University of South Florida*

Much of science learning in school today is often disconnected from the curiosity and excitement of scientific discovery and engineering (Marino et al., 2013). Game-based learning has the potential to provide simulated real world environments where students can engage in three-dimensional learning of disciplinary core ideas, scientific processes, and crosscutting patterns as called for in the Next Generation of Science Standards. This paper discusses a theory-based design model for game-based science inquiry and learning.

RTD: Examining the Importance of Community in Online Programs: The Faculty Perspective ***Doris U Bolliger***, *University of Wyoming*
Craig Shepherd, *University of Wyoming*
H Victoria Bryant, *University of Wyoming*

It is the purpose of the study to investigate faculty members' perceptions of program community in online graduate programs. Very few researchers have addressed community in online teaching and learning that extends beyond course community. The study follows a mixed-methods sequential approach. Presenters will discuss strategies they have used in their online programs and invite others interested in the topic (e.g., online instructors, instructional designers, support staff, etc.) to share their perspectives and practices.

RTD: Putting Developmental Research into Practice
Barbara Lockee, *Virginia Tech*
M. Aaron Bond, *Virginia Tech*

This roundtable session will explore developmental research and provide practical strategies for performing developmental research in a variety of educational settings. Presenters will provide an overview of the different phases of developmental research, using examples of their own studies to illustrate key activities that comprise this methodology.

RTD: The Impact of Repeat Enrollment and Student Location on Withdrawal Rates in Online Math Courses ***Cheryl Murphy***, *University of Arkansas*
Elizabeth Keiffer, *University of Arkansas*

Online courses are experiencing higher withdrawal rates than f2f counterparts. Previous research suggests student characteristics such as repeat enrollment (students who drop and re-enroll) and student location (distance versus on-campus) impact online withdrawal rates. This study analyzes student withdrawal data (N=1462) for seven lower-level math courses, with results indicating lower repeat enrollment in online course sections, and mixed results relative to the impact of student location on withdrawal rates in online course sections.

SMT: A Cross-cultural Study of Developing Students' Scientific Argumentation Skills in a Computer-assisted Project-based Learning Environment ***Pi-Sui Hsu***, *Northern Illinois University*
Margot Van Dyke, *O'Neill Middle School*
XIAOSHU ZHOU, *6157381855*
Silvia Rehulina Ginting, *Northern Illinois University*
Thomas J. Smith, *Northern Illinois University*

The purposes of this mixed-methods study are to develop a graph-based computer-assisted project-based learning environment and to study the impact of the learning environment on the development of middle school students' scientific argumentation skills and science knowledge in the U.S and Taiwan. The quantitative analysis of post essays for science knowledge and argumentation skills will be conducted. The qualitative analysis of verbal collaborative argumentation process supported by a graph-oriented computer-assisted application will be conducted for cultural differences in two countries.

SMT: Outdated Technologies: Interactive Whiteboards in Schools ***Heidi L. Schnackenberg***, *SUNY Plattsburgh*
Edwin Vega,

During the last two and half decades, interactive whiteboard technologies have become a mainstay in many P-12 schools. While they may have been cutting-edge and novel when they were introduced, currently they are outdated and the monies previously invested in them should be re-appropriated to put educational technologies in the hands of children, rather than on classroom walls. This presentation attempts to explore these issues and offer alternatives to interactive whiteboard technologies in the classroom.

SMT: Teaching digital literacy: A literature review
Ayesha Sadaf, *Ball State University*

The purpose of this literature review is to examine the research into digital literacy, and particularly to examine applications of digital literacy in the classroom. While there is extensive literature in understanding what digital literacy is, and why it is important, the literature is considerably limited with respect to best practices in teaching digital literacy.

This review seeks to explore the literature concerning this topic and to propose practical suggestions for teaching digital literacy in the classroom.

SMT: The Effects of Elementary School Teachers' Experience with the Use of Technology, Computer Self-Efficacy, and Computer Anxiety towards Use of Instructional Technology in the Classroom ***Heoncheol Yun***, *Northern Illinois University*

Computer technology has great potential to enhance the quality of teaching. There have been few studies that explored to what extent elementary school teachers' experience with the use of technology (EUT), computer self-efficacy (CSE), and computer anxiety (CA) have an influence on the prediction of teachers' behavioral intention (BI). Thus, this study aims to understand the effects of teachers' EUT, CSE, and CA on the intention of instructional technology integration in their teaching practices.

390. SICET -Membership Meeting
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 10

Chair:
Li Chen, *Beijing Normal University*

Facilitator:
Juhong Christie Liu, *James Madison University*

Presenters:
Shuyan Wang, *University of Southern Miss*
Andy-Guoqiang Cui, *Virginia Tech*

391. SMT - Teachers and Technology: Untilzing Resources to Improve Practice
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 7

Standards Based Grading and the Digital Student Portfolio ***Dan Carroll***, Boise State University and Arlington Public Schools Arlington VA

Standards based grading provides students with real feedback about their level of performance and supports a personalized learning environment. Using a digital portfolio allows a teacher to keep resources and guiding information in one place. Students use their portfolio to compile evidence that demonstrate their level of mastery of the course objectives. This strategy will help transform the classroom from teacher-centered to student-centered while maintaining direction and support for learning.

Intersection of Knowledge, Confidence, Belief, and Support for Technology Use By Teachers ***Yong Ju Jung***, The Pennsylvania State University; ***Won Sug Shin***, Korea University; ***Jong Won Jung***, University of Ulsan; ***Insuk Kim***, KICE

Ertmer and Ottenbreit-Leftwich (2010) suggest four important factors on teachers' technology use: knowledge, self-efficacy, pedagogical beliefs, and culture. However, few studies have investigated the empirical relationships between the factors and teachers' technology use. This study uses structural equation modeling (SEM) to identify the model of the level of teachers' technology use. The results show that among all four factors influencing significantly to the level of technology use, school support is the most influential factor.

392. ST&C - What Instructional Designers Need to Know as Education Transforms to the Learner-Centered Paradigm / STC and DDL Division Perspectives
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 8

Chair:
Hoyet Hemphill, *Western Illinois University*

What Instructional Designers Need to Know as Education Transforms to the Learner-Centered Paradigm ***Hoyet Hemphill***, Western Illinois University; ***Charles Morgan Reigeluth***, Indiana University; ***Dennis Beck***, University of Arkansas; ***Darryl Draper***, Old Dominion University; ***Jonathan McKeown***, University of Tampa; ***Camille Dickson-Deane***, University of Melbourne; ***Jesse Strycker***, East Carolina University

The Panel Session will consist of researchers from six different AECT divisions, as well as the panel chair. Panelists will provide short explanations of their research related to a shift to a learner-centered paradigm and how this shift affects the role of the instructional designer. The discussion will then primarily focus on how instructional designers can facilitate such a paradigm shift at a systems change level, including suggestions, questions, and comments from the audience.

393. TED - Exploring Teacher Beliefs and Practice
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 13

EFL Teachers' Beliefs and Practices with Regards to Technology ***Ai-Chu Ding***, Indiana University; ***Ya-Huei Lu***, Indiana University; ***Shuya Xu***, Indiana

University; ***Anne Ottenbreit-Leftwich***, Indiana University; ***Krista Glazewski***, Indiana University

Current technology integration research on pedagogical beliefs is done from a more generative perspective. It remains unclear how teachers' content-specific pedagogical beliefs may have an impact on their technology integration practices. Using multiple-case research design, this exploratory qualitative research seeks to provide a rich descriptive account of EFL teachers' content-specific pedagogical beliefs and technology integration practices to uncover the patterns that might suggest a relationship between their content-specific pedagogical beliefs and their technology integration practices.

"Even Johnny, who should not be included, worked well": Analysis of Prospective Teachers' ePortfolio Reflection and Classroom Practice on Racial Issues ***Katrina Liu***, UNLV; ***Michael K Thomas***, University of North Carolina Charlotte

This paper studies prospective teachers' perception and handling of race in the classroom using the theoretical framework of critical race theory (CRT). Results indicate that prospective teachers tend to replace race with culture and diversity even though they sometimes critique racial discrimination and articulate the importance to teach for equity and social justice. However, when dealing with racially diverse students in their classroom, they tend to return to patterns of segregation and punishment.

394. TED - TEDCamp: Fostering Creativity Through Digital Storytelling: Tools and Tips
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 11

TEDcamp - Fostering Creativity Through Digital Storytelling: Tools and Tips ***Kristin Brynteson***, Northern Illinois University; ***Mary Baker***, Outreach and Engagement Associate; ***Erin Spencer***, Northern Illinois University; ***John Cowan***, Northern Illinois University

In this TEDcamp session you will explore a variety of tools and applications for creating digital stories with students (and teachers) of all ages. This session will also provide strategies for using digital storytelling with students and teachers to connect STEM concepts to creative writing, art and digital media by creating digital sci-fi stories. Join us on a creative journey as we collaboratively write, create artwork, and use tech tools to produce a digital masterpiece.

395. TED Panel: Reading between the lines: Where do social media platforms fit in the teacher professional development landscape?
3:30 pm to 4:30 pm
Conf Ctr - Conference Rm 12

Reading between the lines: Where do social media platforms fit in the teacher professional development landscape? ***Tutaleni I. I. Asino***, Oklahoma State University; ***Tonia A. Dousay***, University of Wyoming; ***James Kapptie***, Park County School District #6; ***Kevin Hime***, Clinton Public School District; ***Scott Haselwood***, Oklahoma State University; ***Alesha Baker***, Oklahoma State University

Pick an educational topic or a state, and there's likely a corresponding Twitter #edchat about that subject. Hundreds of educators tune in every week to explore professional topics, and some states even recognize this as a formal professional development, offering continuing education credits. This panel discussion explores two state-based edchats; how they're managed, the topics they cover, why teachers choose social media for professional development, and how credit is awarded for participation.

396. General Session - AECT Membership Meeting, AECT/ect Foundation Awards, "Meet the Candidates"
4:45 pm to 5:45 pm
Conf Ctr - Ballroom A

Presenters:
Dirk Ifenthaler, *University of Mannheim*
Trey Martindale, *University of Memphis*

Meet the Candidates: Dirk Ifenthaler, University of Mannheim
Trey Martindale, University of Memphis

397. University Reception
6:00 pm to 7:30 pm
Conf Ctr - Ballroom B

398. GSA/INTL On The Town
8:00 pm to 10:00 pm
Conf Ctr - Conference Rm 14

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.....

399. Intern Meeting - 4 Friday
7:00 am to 8:00 am
Conf Ctr - Board Rm

400. 2017 National Convention Planning
8:00 am to 10:00 am
Conf Ctr - Conference Rm 4-5

Chair:
Linda L. Campion, *East Carolina University*

401. AECT -Board of Directors Meeting II
8:00 am to 12:00 pm
Conf Ctr - Executive Board Rm

402. 41-W1 Workshop: Everything You Wanted to Know About Writing Your Dissertation or Chairing a Dissertation (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 7

Everything You Wanted to Know About Writing Your Dissertation or Chairing a Dissertation ***Ana Donaldson***, University of Northern Iowa - Retired; ***Jennifer Smolka***, Walden University; ***Ava (Shu-Hsiang) Chen***, Chulalongkorn University; ***Bradley J Boute***, Walden University

This 1/2 day workshop is about taking the mystery out of doing your dissertation/ Executive Summary and faculty insights on how to be a more effective Dissertation Chair. We guarantee you your working Dissertation title before the workshop ends. Our goal is take the secret handshake out of the process while helping you move forward. We will share how to deal with writer's block and proven ways to mentor students through the process. if you are a student, new professor or been around for a while. this entertaining session is for you.

403. 41-W2 Workshop: FlexLearning Course Design: Preparing Your Course for FlexLearning Delivery (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 8

FlexLearning Course Design: Preparing Your Course for FlexLearning Delivery ***Eileen Grodziak***, The Pennsylvania State University; ***Dean R Shaffer***, The Pennsylvania State University; ***Camille Dickson-Deane***, University of Melbourne

What if instructors gave all students the option of attending class, or not? During this interactive hands-on workshop, participants will explore Penn State Lehigh Valley's (PSULV) FlexLearning course design model, that provides students with options to attend in-person or online in the same class. Facilitators will guide participants through the necessary preparation steps to support both attendance modes. The workshop closely follows PSULV's 4-week cohort-based faculty training course, Preparing Your Course for FlexLearning Delivery.

404. 41-W4 Workshop: Lecture like TED: Creative Digital Presentations that Engage and Motivate (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 10

Lecture like TED: Creative Digital Presentations that Engage and Motivate ***Amie Norden***, University of Minnesota

This session will provide participants with direction for designing more engaging presentations and conclude with participants creating their own digital 'lecture type' presentation video using an app on the iPad. By the end of the session, participants will have transformed an existing presentation slide deck using elements of good design and created a mini 'video' lecture, using images, embedded video, and annotations or inking through an iPad app.

405. 41-W5 Workshop: Methods for Designing and Evaluating Educational Games (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 11

Methods for Designing and Evaluating Educational Games ***Alan Koenig***, UCLA/CRESST; ***Greg Chung***, UCLA

This workshop is intended for individuals interested in the design of educational games. Specifically, it will focus on how to align the components of instruction, assessment, game mechanics, player and system affordances, and data capture for maximum pedagogical and psychometric effectiveness. Via review and discussion of existing games and simulations, participants will delve into a game design methodology developed by UCLA/CRESST and successfully implemented in K-12 and military applications for more than a decade.

406. 41-W6 Workshop: Online learning analytics on social networking sites: how to tap the potential of data mining in research of educational technology (preregistration required)
9:00 am to 12:00 pm

Conf Ctr - Conference Rm 12

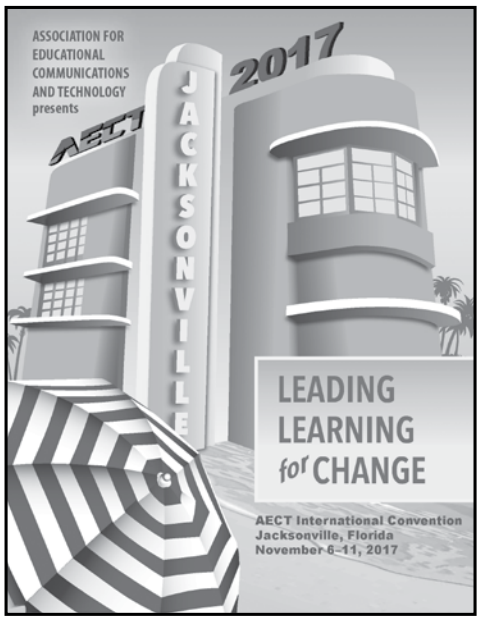
Online learning analytics on social networking sites: how to tap the potential of data mining in research of educational technology ***Qiang Hao***, University of Georgia; ***Robert Maribe Branch***, University of Georgia

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 prerequisites are to bring your own laptops and have your own ideas for online learning activities.

407. 41-W7 Workshop: Put Your Leadership Cards on the Table! Q Sort and Real-Time Analysis of Leadership Styles (preregistration required)
9:00 am to 12:00 pm
Conf Ctr - Conference Rm 13

Put Your Leadership Cards on the Table! Q Sort and Real-Time Analysis of Leadership Styles ***Brandy Walker***, University of Georgia; ***Daisyane Barreto***, University of North Carolina Wilmington; ***Robert Maribe Branch***, University of Georgia

Participants in this workshop will demo a game-board style tool that generates deeper reflection and discussion around subjective topics, such as leadership styles. This workshop, developed in coordination with the AECT Leadership Development Committee, will emphasize questions important to AECT and our field. Participants will leave with ideas about how to use this activity in other training and educational settings, and a preliminary analysis of the perspectives on leadership generated in the workshop.



LEADING LEARNING FOR CHANGE

2017 AECT International Convention
Jacksonville, Florida
November 6 - 11, 2017

Workshop Sessions: Tuesday, November 7th
Wednesday, November 8th
Saturday, Nov 12th

Concurrent Sessions, Posters, Panels. & Roundtable: November 7th-11th.

AN INVITATION FOR PROPOSALS:

Is your work changing the way people learn and live today? Yes! Many of our members are increasingly taking leadership roles in so many contexts and for nearly a century, AECT members have been key leaders in learning technology thinking. Our world is well into the information age so it is time that we come together in Jacksonville to explore fresh ideas and to *celebrate the impact of our work in a changing world.* You are invited to present at the 2017 AECT International Convention in Jacksonville, Florida and to share your expertise and knowledge with your global peers whose ideas, directions, and discoveries are emerging in our field. 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 in sunny Jacksonville!

Theme: This year's convention theme is ***Leading Learning for Change***. The goal of the convention is for participants from around the globe to learn from the experiences and activities of the convention, enriching their lives and their professional and practical skills. **Of particular interest at our Jacksonville Convention is a focus on leading learning for change in an interconnected world:**

- ✓ What are the *impacts* of your teaching, research and learning environment designs? Publications? Consulting? Innovations?
- ✓ How is your work *changing* one person, a classroom, and networks of people, institutions, policies or societies?
- ✓ *Who could benefit* directly from your implicit leadership by such important work in the information age?
- ✓ What systems are you impacting, or could you hope to change over time?

We are very interested in your in teaching, research, and in design as it is applied to the field of educational technology. Jacksonville 2017 is a time to account for, recognize and celebrate the many ways we are leading change in education.

AECT's mission includes promoting scholarship and best practices in the creation, use, and leadership of technologies for effective teaching and learning in a wide range of settings. The AECT International Convention provides a unique opportunity for the sharing of research and experiences as we strive to advance our field and ***develop future leaders*** within the profession. We impact learning systems tremendously – let's learn about how we advance change through your presentations and sessions in Jacksonville.

GENERAL INFORMATION

Proposals Open – December 6, 2016
Proposals Close – February 6, 2017

The review process by AECT divisions and affiliates will be completed by the end of April. Check with division and affiliate leaders with regard to their specific peer review process and dates.

PROPOSAL PROCESS

To be considered, a complete proposal must be submitted. A complete online proposal submission consists of:

1. Proposal title
2. A Description of the Session (Maximum of 75 words)
3. An Anonymous Abstract (750-1,000 words)
4. Equipment request
5. List of presenters (please make this as accurate as possible)

In addition, research-based proposals should include findings in order to be considered complete. Additional guidelines exist when submitting a Featured Research or Presidential Session Proposal or for the Design and Development and Emerging Technologies Showcases. Be sure to read and follow the guidelines on the Featured Research Call for Proposals or the Design and Development Showcase submission guidelines before submitting to one of these groups. For Presidential Session proposals, contact Dr. Eugene Kowch for guidelines: ekowch@aect.org

Again this year while you may collaborate on several proposals you may not be the 1st author on more than 2 accepted proposals. Presenters are also 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. This information will be provided to you by your division's conference planner.

Proposals will be reviewed using the following criteria:

1. Match to the overall theme (Leading Learning for Change) and any relevant Division theme: *Leading Learning for Change – What's changing or what could change from your work or thinking? How is this leading us forward?*
2. Clarity of proposal and quality of the writing.
3. Relevance, timeliness, and general interest level of topic.
4. Suitability for division/organization mission and membership.
5. Quality for proposed session's content, organization and format.

Length and session type including appropriateness for needs of the overall convention program.

If you are unsure of the suitability of your proposal to a particular group, click on the group names below to learn what each group may be looking for in proposal submissions for this year. We encourage you to contact the Convention Planner for that Division or Group.

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.

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. Presenters will design and bring their own posters to tri-fold panels provided by AECT.

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.

PRESIDENTIAL SESSIONS

Presidential sessions are proposed through the online proposal process, and will be selected by the AECT President-Elect, Dr. Eugene Kowch. 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 6, 2016 at http://www/aect.org/events/call/

AECT 2017 Design & Development Competition

Problem Statement

Honest Ally Food International (HAFI), (an International Nongovernmental Organization (NGO)), has determined an organizational need for additional workplace training beyond what is currently in place. There is an expressed need for educating the local diverse communities, training newly employed aid workers, and providing professional development for existing employees and volunteers. HAFI has also expressed the need for ensuring consistency of practices among organizations belonging to the consortium.

Request for proposal (RFP)

Honest Ally Food International (HAFI), is a leading international NGO that operates in global partnership with a consortium of humanitarian NGOs engaged in policy, practice, and research on global food insecurity in developing countries. The consortium includes over 200 organizations and more than 3,700 individuals from the humanitarian sector. The Board of Directors is comprised of individuals from 10 different institutions working in the humanitarian sector and a Technical Advisory Group of more than 40 individuals.

The Director of the Humanitarian Department at HAFI headquarters has determined a need to contract a third-party vendor to assist with developing a program to promote strategies aimed at addressing food insecurity. There is an expressed need for educating the local community, training newly employed aid workers, and providing professional development for existing employees and volunteers. HAFI has also expressed the need for ensuring consistency of practices among organizations belonging to the consortium. Many of these organizations are geographically dispersed which causes challenges and added expenses with scheduling face-to-face training programs. The employees and volunteers are from different countries and backgrounds, so it is important that the materials are culturally sensitive and with adaptations applicable across the globe, especially in remote areas. Due to training costs related to travel and lodging, a priority will be given to responses that include online training capabilities. The organization has determined that they will select their vendor based on the vendor's results in a pilot project involving one country only.

The first phase involves building a training program for a local partner (e.g. local food banks and other resource providers) and new hires in Nigeria. This includes training new employees and providing professional development for existing employees and volunteers. The training should include strategies for addressing topics included above.

It is important that all educational activities incorporate assessment and feedback mechanisms to help determine each learner's progress and ability to comply with the organization's standards, policies and strategies. The staff feedback should inform directors in determining individuals needing additional support. Furthermore, they should also identify what types of jobs to assign based on staff performance and preferences. Assessment of current employees during training will inform directors' decision making regarding advancement and responsibilities, and to where to assign less experienced workers for the best results.

The successful third party vendor will provide expertise in developing creative instructional and performance improvement solutions. They will provide guidance and advice to the consortium in disseminating resources. HAFI has initiated a Request for Proposals (RFP) for a performance improvement and training company to develop a program that meets their needs, to prepare an acceptable budget, and to have resources ready before the ending date of the current donor funding cycle: December 31, 2018.

The RFP stipulates three phases 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 your team intends to do, but should not be the final product in full detail. The document will help the client representatives of HAFI 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, 2017 for consideration. An administrative liaison will be available to answer your questions about the context/circumstances of the problem.

To be considered to move on in the competition, your Phase I proposal must not exceed 1500 words (not including references), must be in 12 point Times Roman font, and your proposal should not contain any external links to additional sources or presentation types. The proposal further must include:

1. A team of two graduate students working together to solve the problem. The two graduate students do not need to be from the same university.
2. Recap of the RFP scope
3. Well-reasoned global training strategy
4. Appropriate theoretical grounding [Design Model]
5. Instructional technology to be used to implement the training
6. Project timeline
7. Evaluation plan
8. Draft budget and all staffing requirements, including any additional staffing needs
9. No identifying information about either team member or team's institutional affiliation. Upon submission of the proposal, teams will select a team name, the team name should not contain any identifying information about the team or the institutional affiliation. Failure to remove personal information, names, and institutional information will result in automatic disqualification from the competition.
10. By the final phase of the competition (Phase III), the two graduate students who submit the proposal must be members of AECT and the Design and Development Division of AECT.

The Phase I response, must be submitted through the AECT / D&D Competition website. All materials need to be entered directly into the online application process. No external links to additional materials will be considered for Phase I. Visit www.AECT.org for the AECT D&D Competition site for further instructions and the proposal submission area.

Up to six proposals from Phase I will be selected to proceed to Phase II, for which a formal and complete proposal of your entire solution to the problem will be required.

Phase II of the Competition

If the client representatives of HAFI determine that your proposal represents a viable eLearning solution for the RPF, then you will be selected for phase II of the competition. In phase II, you will work with an independent learning consultant (a mentor). The learning consultant mentor will be assigned to help you develop what will become your final plan.

In this phase 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, 2017. The top three proposals from Phase II will be invited to make a presentation to the Training Advisory Board judging panel at the AECT Annual Convention in the third and final phase.

The following categories will be used for scoring by the judges during Phase I1:

1. Description of the solution
2. Solution is based on the problem
3. Creativity of solution
4. Use of theoretical foundation in solution
5. Practicality of solution
6. Clarity of writing
7. Short summary of the new training structure and rationale for its adoption
8. Justification of expenditures
9. Proposal incorporates metrics for indicating its own success
10. Adherence to rules and formatting requirements
11. Inclusion of description of how the success of changes proposed will be measured
12. Overall quality of this submission

Phase III of the Competition

If your team designs one of the top staff development plans to address the performance improvement needs and additional necessary training for the client representatives of HAFI, you will be asked to make a presentation to the Training Advisory Board at the 2017 AECT annual conference. Each selected team will have 30 minutes to present their solution to the Training Advisory Board. This time includes 20 minutes for presentation and 10 minutes for questions.

A team of faculty experts will play the role of the Training Advisory Board members and judges. These judges will deliberate and decide which team will be selected to receive the contract. The team selected by the judges wins the AECT 2017 Design and Development Competition!

A competition representative will announce the final competition participants and results at the 2017 Design and Development Division Luncheon during the 2017 AECT Annual Convention. Please note that if your team is selected to move on to Phase III of the competition, both team members from the team must be present at the AECT 2017 Annual Convention to present in this final phase of the competition.

For additional information and timeline, visit www.aect.org.

AECT Design and Development Competition Planning Committee

Patricia J. Slagter van Tryon, East Carolina University (co-chair)
Jill Stefaniak, Old Dominion University (co-chair)
Amy C. Bradshaw, University of Oklahoma
Ana Donaldson, University of Northern Iowa – Retired (Sponsor)
Lisa A. Giacumo, Boise State University
Dan Schuch, Competition Founder

AECT

001 AECT -Board of Directors Meeting I
002 NSF Early Career Development Symposium - Monday
008 GSA - Executive Board Meeting
009 AECT Leadership Meeting & Lunch (RSVP-Invitation only)
011 Committee: Strategic Planning
023 First Timer's Orientation
024 Committee: Professional Ethics
025 Intern Meeting - 1 Tuesday
026 AECT - Legends and Legacies Project
027 Arm Rest Studio Lounge - 1 Tuesday
029 Committee: AECT Awards
038 Handbook Advisory: Board Meeting
040 NSF Early Career Development Symposium - Tuesday
061 GSA -Alternatives to Lectures
068 AECT - Major Online Reference Work – Learning, Design, and Technology: An International Compendium of Theory, Research, Practice and Policy
070 Committee: Organization & By-Laws
084 Tech Trends Editorial Board
096 GSA -Meet the AECT Divisions
097 Handbook Advisory: Shaping the Content of our Field's Next Research Handbook
108 ect Foundation Board of Trustees Meeting I
121 GSA -Writing Techniques for Graduate Students & Selecting a Dissertation Topic
132 General Session: Cirque du Soleil Spark Session - "Technology and Training at Cirque du Soleil"
133 Welcome Reception
134 GSA/D&D On The Town
135 Tango Dancing
136 President's Reception for International Affiliates (RSVP by invitation only)
138 Intern Meeting - 2 Wednesday
139 AECT Breakfast with Champions (preregistration required)
140 Arm Rest Studio Lounge - 2 Wednesday
142 AECT - Learning, Design and Technology Research and Practice in Afrika
142 Learning, Design and Technology Research and Practice in Afrika
145 Committee: Definition & Terminology (Wed)
154 ETR&D Joint Editorial Board Meeting
164 AECT - What is Educational Technology? Revisiting and Revising the Definition of the Field
166 Committee: PIDT 2017 Planning
174 ETR&D Award Presentation
175 GSA -How do I Form a Research Question? & What is a Research Agenda?
187 GSA - Membership Meeting & Luncheon
190 AECT - Automatic Prediction of the Relevance and Efficacy of College Students' Online Learning Questions
190 Automatic Prediction of the Relevance and Efficacy of College Students' Online Learning Questions
211 Special Session - Paralleling Women as President of AECT with Changes in the U.S. Laws and Social Norms (Hosted by the History and Archives Committee)
211 Paralleling Women as President of AECT with Changes in U.S. Laws and Social Norms
214 AECT/VW - Design & Effect of Online Learning
214 Effects of Video Games on Math Achievement
214 Using Minecraft to Design & Development a Virtual Honors Program
217 Committee: History & Archives
225 GSA -Reference Management in the Digital Age
236 Special Session - Women's Voices in the Field of Educational Technology
236 Women's Voices in the Field of Educational Technology
238 AECT/VW - Social Media Counseling & Support
238 Case Study of Reflex Sympathetic Dystrophy Support Groups Using Online Social Media
238 Limitations of self-report measures in cyberbullying research
249 GSA -Fireside Chat: Culture in Instructional Design
256 Special Session: Book Signing - Women's Voices in the Field of Educational Technology
259 [JSET] To Be Determined
260 General Session - Technology and Inquiry: Discussion Based Learning (Wed)
263 GSA -3MT Competition Preliminary Round
266 Fun: Walk/Run
267 Intern Meeting - 3 Thursday
268 AECT - Emerging Technology Showcase
269 Arm Rest Studio Lounge - 3 Thursday
273 Committee: Definition & Terminology (Thur)
283 GSA -Advice for the Job Hunt

294 [TASET] New Media Educational Strategies

294 New Media Literacy As A Strategy For E-Learning Management

294 Strategies for Integrating eLearning Media in Turkey

296 General Session - Play and Creativity in the Classroom (Thur)

299 Committee: Leadership Development

309 GSA -Meet the Editors of AECT Journals

321 General Session - Tech Travesties

322 AECT Past Presidents Lunch (Past AECT Presidents only)

332 GSA -Panel: Through the Looking Glass: What is the Future of Las Vegas Education?

346 [HKAECT] Past, Present and Future - Participation in Symposiums and Journals

355 GSA -Building your CV: From Doc Student to Tenure-Track Faculty or Industry Professional

367 Special Session - Competency-Based Education: Why You Should Be Paying Attention

367 Competency-Based Education: Why You Should Be Paying Attention

371 ect Foundation Board of Trustees Meeting II

372 AECT - Transdisciplinary Collaborative Learning: Design, Practices, and Experience with Telepresence, Robotics, and Makerspaces

372 Transdisciplinary Collaborative Learning: Design, Practices, and Experience with Telepresence, Robotics, and Makerspaces

382 GSA -3MT Competition Finals

396 General Session - AECT Membership Meeting, AECT/ect Foundation Awards, “Meet the Candidates”

397 University Reception

398 GSA/INTL On The Town

399 Intern Meeting - 4 Friday

400 2017 National Convention Planning

401 AECT -Board of Directors Meeting II

Culture, Learning and Technology

018 CLT -Board of Directors Meeting

028 CLT - Technology and Teaching English Language Learners

028 The Effects of Different Multimedia Learning Environments on the Learning Outcomes of Second Language Learners

028 Understanding Teacher Expertise to Address the Needs of ELLs: The Instructional Conversation

069 CLT - Diversity and Inclusion in School and at Work

069 Examining the culture of women in STEM fields: How microaggressions may be increasing attrition

069 Creative Ways to Include LGBTQ Students: Everyone Deserves an Education

087 CLT - Culture in Online Learning Environments

087 Cultural contexts in collaborative interaction in international online learning environments.

087 Nurturing the Culture of Learning in an Online Environment through an In-depth Course Redesign

088 CLT - Spatial-Visualization Skills

088 Measuring Spatial Bias with Visual and Written Material Using Eye Tracking

088 Visual Representation of Traditional Chinese Culture: An Effective Way of Knowledge Creation

110 CLT - Culture, Learning and Technology: The Book

110 Culture, Learning and Technology: The Book

111 CLT - Digital and Transmedia Storytelling

111 TINAG in Vegas: The Culture and Essence of Teaching using Alternate Reality Games and Transmedia

143 CLT - Language Translation and Knowledge-based Writing Software

143 Knowledge Based Artificial Intelligence Technology: The Next Generation of Scholarly Writing Academic Tools

143 No Absolute Equivalent between Two Languages: Strategies We Have Learned from Translation of AECT Books

144 CLT - Student Empowerment and Safety

144 Children Have Rights Too: Using Creative Games and Simulations to Teach Children’s Rights

144 Creative Solutions for Preventing Cyberbullying: Everyone Deserves to Feel Safe in School

165 CLT -Membership Meeting

185 CLT -Lunch

191 CLT - McJulien Scholar Best Paper Presentation

191 Foundational Theories of Social Media Tools and Cultural Competency: A Systematic Literature Review

215 CLT - Instructional Design Practice

215 Instructional Designers, Culture, and ID Practices in International Non Governmental Organisations

215 Collaborative Consultation for Online and Blended Course Design: Integrating Information Literacy and Fair Use in Instructional Design

216 CLT - Technologies and Training Practices that impact Cultural Competence and Diversity in Academia

216 Technologies and Training Practices that impact Cultural Competence and Diversity in Academia

229 CLT - Posters Session 2

229 CLT: The rich get richer: A dynamic network analysis of preferential attachment in online asynchronous discussion

232 CLT - Roundtables Session 2

232 CLT: Blended Learning in the Secondary Classroom

232 CLT: Community Conversations on Race: A Mixed Method Approach to Promote Improved Race Relations Through Film and Dialogue

232 CLT: The Technological Prowess of Today's Students: Video Games, Online Learning Activities, and Learning Style Preferences

232 CLT: Using Backward and Depth-first Approaches to Analyzing, Diagramming, and Understanding Complex Arguments

239 CLT - Technology, Motivation and Creativity

239 Greater Competence and Autonomy in Learning through Additional Technology in an Informal Setting: A Qualitative Study of an Open-Learning Environment

239 Collaborative Music Classroom with Mobile Apps

240 CLT - Testing Your Research Idea 1

240 Testing Your Research Idea - Panel 1

270 CLT -New Board of Directors Meeting

271 CLT - McJulien Scholars' Panel: Culture in Online Learning Environments

271 The McJulien Scholars' Panel: Culture in Online Learning Environments

272 CLT - Social media and cultural competence

272 Social Media as a Tool for increasing Cultural Competence: How do we measure it?

272 Exploring Social Media Type and Factors Influencing Perceived Cultural Competencies

297 CLT - Technology Use in Home, School and University Settings in Hong Kong, South Korea and the US

297 ICT usage at home of Hong Kong students: Understanding newly arrived children from Mainland China

297 A comparison of factors influencing students' use of technology in classroom between South Korea and the USA

297 Exploring Affordances of Moodle in Context: A Study of Students' Experience in Higher Education

298 CLT - Testing Your Research Idea 2

298 Testing Your Research Idea - Panel 2

323 CLT - Shaping Your Career in Instructional Science

323 Shaping Your Career in Instructional Science

324 CLT - Technology, Race and Social Justice in Schools

324 ePortfolios, Race, and Teacher Education

324 Classroom Technology Under the Soteriology of Choice: "School Culture," Social Justice, and the Education Debt

340 CLT - Roundtables Session 1

340 CLT: Can You Hear Me Now?: An Exploration of Mobile Phone Usage in Rural Thailand

340 CLT: Effective Technology Integration in Low Socio-Economic K-12 Schools: Barriers Unique to Their Teachers

340 CLT: How to make your online class more interactive? Practical suggestions for online instructors

340 CLT: Why Do We Play Mobile Games? A Study Quantitatively Examining Characteristics of the Casual Player

347 CLT - STEM Education, Higher-Order Thinking Skills and Creativity

347 Seeing the Trees of the Forest: Practicing Creativity with AR Technology in an Arboretum Setting

347 A Research Agenda for Computational Thinking

348 CLT - Urban STEM Learning Environments

348 Urban STEM Learning Environments: Facilitator of or Detriment to Youth STEM Identity Cultivation?

348 Negotiating Math Identity: African American Students' Perceptions of Mathematics

362 CLT - Roundtables Session 2

362 CLT: Faculty Development Shark Tank: Jumping into the Deep End with Teaching and Research

362 CLT: Orality 2.0 and the Traditional Oral Forms of Indian Vernacular Literature

362 CLT: The impact the CETL programs on the learning culture of a small college

362 CLT: The Relationship of National Culture and Undergraduate Students' Recreational and Academic Uses of Technology

362 CLT: Using VineUp to Match Engineering Students and Industry Mentors: A Pilot Study

373 CLT - Game Design, Personalized Learning and Personal Response Systems in Higher Education

373 Collaborative Practices in an Undergraduate Capstone Game Design Course

373 Implications of implementing personalized learning as a pedagogical approach in graduate teacher education

373 Analyzing the Effectiveness of Student Personal Response Systems in Undergraduate Professional

Aerospace Education Courses

Design and Development

012 D&D -IDT Professor's Forum

013 D&D -Board of Directors Meeting

030 D&D - Design of Instruction

030 Role of Perspective-Taking in Developing Personal Epistemology: A Theoretical Framework for Designing Perspective-Enhanced Case-based Learning Environments

030 A video-based interaction analysis of scaffolding functions during case discussions in Law and Marketing classes

031 D&D - Faculty Development

031 An Instructional Designer's Perspective on Different Types of Team Course Development

031 Designing a Graduate Supervision MOOC for Faculty Development

032 D&D - Learners' Analysis

032 What Should Instructional Designers Know About Learning Analytics?

032 Student Learning Practices within an Active Learning Space: Factors in Context

033 D&D - Web 2.0

033 Open to All? University Website Accessible Design across the U.S.

033 Establishing Behavioral Intent: If You Make It, Will They Use It?

052 D&D - Design Case

052 Designing & Assessing Competencies in a New Transdisciplinary Studies in Technology Program

052 Implementing an Instructional Grouping Strategy into an Online Graduate Level Course: Design Case

053 D&D - Instructional Design and STEM

053 A Mixed Methods Study Investigating Scenario-Based e-Learning in STEM Education

053 Designing an Interprofessional Education Course in Biomedical Ethics Using Problem-Based Learning: A Design and Development Study

054 D&D - STEAM Education and Emerging Technologies: Moving Forward

054 STEAM Education and Emerging Technologies: Moving Forward

055 D&D - Training

055 A Historical Review of Gender Effect toward Adopting Technology

055 Reaching young farmers: Designing professional development in technology integration for older agricultural educators

055 Self-Efficacy Beliefs, Prior Deployment Experience, and Cognitive Functioning Levels of Disaster Response Tabletop Exercise Participants

056 D&D - Web 2.0 Tools

056 Pillars for Innovations: Integrating MOOCs in U.S. Research Universities

056 Social Media in Higher Education: Professional Development & Informal Learning for Graduate Students

056 [NR]Design and development of an Online Tangram Programming Environment

071 D&D - Design Thinking and Teacher Education

071 Design Thinking: A New Construct for Educators

071 Design of Peer Assessment to Prepare Elementary Pre-Service Teachers' Integration of Robotics into STEM Teaching

072 D&D - Gamification

072 Design Principles for Making and Tinkering

072 Social Gamification of eLearning for Science Education Outreach

072 The Can You Create a Game Framework: Connecting Standards, Digital Game Design and Creativity

073 D&D - Instructional Design Approaches

073 Creating a Collaborative Revision Tool That Distinguishes Editing and Revision Feedback

073 Practicing the Practice: Infusing Experiential Learning into a Foundational Instructional Design Course

073 Suggestion of Machine Learning Systems for Computer-based Scaffolding

074 D&D - Portfolios for the Thinking Economy: Student Conceptualization of Formative Feedback in a Trans-disciplinary Degree Program

074 Portfolios for the Thinking Economy: Student Conceptualization of Formative Feedback in a Trans-disciplinary Degree Program.

085 AECT/D&D Instructional Design Competition Meet & Greet (by invitation)

086 AECT/D&D Competitor Orientation & Setup

089 D&D - Flipped Classroom

089 To Flip or Not: A Tale of Three College Instructors

089 "Have You Flipped!?!" Developing Instructional Design Courses Using Flipped Classroom Model

090 D&D - Mobile App Development

090 Two Production Paths for Developing Instructional Apps

cancelled

109 AECT/D&D Instructional Design Competition

112 D&D - Designing Online Education Courses

112 Evaluation Instruments and Good Practices in Online Education

112 Open Badge Teacher Development Programs: Teacher's Perspectives

113 D&D - Digital Media

113 Redesigning a Graduate Multimedia Development Course for Online Instruction

113 Supporting Self-Regulated Learning in a Digital Media & Learning Lab

114 D&D - Interprofessional Education

114 An Innovative Model Incorporating Educational Technology in Interprofessional Education (IPE)

137 D&D -AECT/D&D Instructional Design Competition 2017 Planning Committee

146 D&D - Instructional Design and Higher Education

146 Examining critical thinking strategies, components, and challenges in higher education: a systematic literature review

146 Conducting Effective Learning Design Meetings

147 D&D - Learning Approaches

147 Emergence of Self-Regulation Skills in a Competency-Based Education Environment – Students' Perception

167 D&D - Infographics

167 Designing Infographics for Learning

168 D&D - The Flipped College Classroom: Conceptualized and Re-Conceptualized

168 The Flipped College Classroom: Conceptualized and Re-Conceptualized

186 D&D / RTD - Awards Luncheon (preregistration required)

192 D&D -Membership Meeting

218 D&D - Instructional Design Strategies

218 Bayesian Meta-analysis of Effects on Several Forms of Computer-based Scaffolding in Problem-based Learning

218 Fading of Scaffolds in Argumentation during Ill-structured Problem-Solving Tasks

218 Individualized instructional support in the collaborative project-based learning (PBL)

219 D&D - The Rise of Entrepreneurship in Educational Technology

219 The Rise of Entrepreneurship in Educational Technology

229 D&D - Posters Session 2

229 D&D: A Study on the Direction of Software Education for Creativity from the Teacher's Perspective

229 D&D: Faculty Perception of Instructional Role

229 D&D: Online Departmental Advising Area: Lessons Learned

229 D&D: The Effect of Virtual Hand Movement in Science Simulation: The Transient and Human Movement Effect in Multimedia

229 D&D: The Story of Instructional Design Told from the Practitioner's Perspective

229 D&D: The Narrative Imperative: A proof statement on the validity of implementing a Narrative-Based Curriculum in Schools

229 D&D: The University Learning Store: A Combination of Competencies, Open Educational Resources, Authentic Assessments, and Micro-Credentials

229 D&D: Thinking about thinking: How to develop metacognitive skills in corporation training

232 D&D - Roundtables Session 2

232 D&D: A Community-Engaged, Ecological Approach to Instructional Design

232 D&D: A Review of Instructional Innovation in Physical Therapy and Related Healthcare Education Programs

232 D&D: A Study on Learners' Virtual Attention and Learning Effects in an Instructional Setting Featuring a Virtual Character with Body Gestures

232 D&D: Competency Based Education and Instructional Design – A Collaborative Effort for Effectiveness and Efficiency

232 D&D: PALM: a Model to Promote Effective, Active Learning

232 D&D: The Ultimate Higher Education Start-up: Building Education / Outreach / Diversity for an NSF Engineering Research Center

232 D&D: Using Cacoo to stimulate reflective conversations with external representations

241 D&D - Instructional Design and Other Fields

241 Software engineering principles in instructional design: What can we learn from our sister discipline?

241 Surviving and Thriving Digital Disruption: Insights for Instructional Design from the Publishing Industry

242 D&D - Instructional Designers' Roles and Competencies

242 Herding the Cats: Applying the TAPPA Process to Instructional Design Challenges of Multiple Stakeholders

242 Instructional Designer Roles: A Textual Analysis on How Instructional Designers Describe Their Roles and Activities

243 D&D - Learning Analytics and Digital Badges
243 Designing Digital Badges for a College Course
243 Designing, Developing, and Evaluating a Real-Time Student Dashboard
243 Digital Badges and Learning Analytics to Explore the Learner Participation in a MOOC
251 D&D - Posters Session 3
251 D&D: Designing an Interactive Online Learning Environment Using the ADDIE Model
251 D&D: Enhancing the Boston Women's Heritage Trail with Augmented Reality
251 D&D: Interactive Online Business Courses: Removing "Distance" from Distance Education
251 D&D: Prediction of Online Business Management Students' Academic Achievement: The Role of Soft Skills in Learning
251 D&D: Students' experience of using word clouds for their learning
251 D&D: Technology Facilitated PBL Pedagogy and Its Impact on Nursing Students' Academic Achievement and Critical Thinking Dispositions
251 D&D: Using Design-Based Research and Multimedia Learning Principles to Improve User Experience in an Aquaponics E-Learning Module
253 D&D - Roundtables Session 3
253 D&D: A Quantitative Study of the Impact of Using Learner-driven and Machine-driven Visualizations on the Enhancement of Computer Programming Education for Novice Learners
253 D&D: [NR]Advancing Instruction: Creating Content Specific Blended Instructional Design Models Using a Digitally Automated Process
253 D&D: Course and Instruction as Ontology: A Course-Specific Learning Object Metadata Design to Improve Reusability
253 D&D: Designing a Peer Feedback Activity to Foster Reflective Thinking among Second-year Pharmacy Students in a Case-based Learning Environment
253 D&D: Inquiry Based Learning as an Instructional Strategy to Increase Student Achievement in Math and Science
253 D&D: Learning environment to enhance the effectiveness of an individualized instructional support in the collaborative PBL
253 D&D: Self-Regulated Learning for Language Students
253 D&D: Shining the Spotlight on Conditional Schema: Organizing Instruction around Expert Performance
253 D&D: Using the 4C/ID Model in CBE: Designing Based on Learning Tasks
274 D&D - Computational Thinking
274 Learning Computer Programming Using Game-based Approach: A Design and Development Research
274 Tracing the Essence: Ways to Develop Abstractions in Computational Thinking
275 D&D - Learning Strategies
275 A Cognitive Apprenticeship to Promote Paraphrasing Skills Among Undergraduate Students
275 The evolution of view toward design in the field
276 D&D - Massive Open Online Courses
276 Massive Open Online Courses in Management Education: Platform Selection from an Instructional Design Perspective
276 [NR]Investigating Effectiveness of First Principles of Instruction in an Online Tutorial
277 D&D - Technology Integration
277 Could we teach geomorphology using Web-based GIS effectively in the one computer classroom?
277 Designing Makerspaces for Higher Education: Theoretical and Design Implications
300 D&D - Instructional Designers
300 Competencies for Instructional Designers: A View from Employers
300 Developing the Professional Competencies of Instructional Designers in a Collaborative Online Learning Environment
301 D&D - Students' Perceptions and Motivation
301 A Graduate Evaluation Course Designed for Critical Thinking: Students' Motivation and Instructional Satisfaction
301 Master University Instructor Certificate: A Blended, Flipped Classroom Approach to Professional Development
301 Student Perceptions of Usability, Enjoyment and Vocabulary Learning: A Case of Vocabulary.Com
302 D&D - Virtual Environments and Multimedia
302 Advancing Simulations and Experiential Learning with InterPLAY: How Theory Informs Design and Design Informs Theory
302 Multimedia and modality principles as a feedback strategy in multimedia learning environments: An eye tracking study
303 D&D - Pecha Kucha
303 Knowledge Based Artificial Intelligence Technology: The Next Step In Academic Instructional Tools

303 A Hero's Journey: The Use of Gamification to Engage Graduate Educational Technology Students

325 D&D - Assessment

325 Develop an Authentic Assessment Model for Competency-based Education

326 D&D - Course Examination & Reflection

326 Examining the Own it, Learn it, and Share it Framework for Engagement with Student-Centered Learning

326 Reflection and Professional Identity Development in Design Education

327 D&D - Fostering Creativity with Twine, a Simple Tool for Developing Choose-your-own-adventure and Interactive Fiction Digital Games

327 Fostering Creativity with Twine, a Simple Tool for Developing Choose-your-own-adventure and Interactive Fiction Digital Games

328 D&D - Games

328 Designing the Class as a Game to Promote Active Learning in K-12 Education

328 [NR]Designing, Developing, and Researching an Educational Digital Game

340 D&D - Roundtables Session 1

340 D&D: Acceptance of Tablet PCs as an Innovative Teaching Tool in Palestinian Schools

340 D&D: Affordances of and Barriers to Learning Using Electronic Texts as Identified by Instructional Design Graduate Students

340 D&D: Design to Learn: Design experiences not just instruction

340 D&D: Designing Health Professions Education to Engender Critical Thinking: A Review of the Literature

340 D&D: Developing an Afterschool Program for Collective Design Thinking with Diverse Media

340 D&D: Integrating Scientific Inquiry and Engineering Design in K-12 STEM Classrooms

340 D&D: Is Game Design and Development Education at Risk? Perceptions Among Gaming Professionals, Students and Educators on Game Education

340 D&D: [NR]The Effects of Procedural Scaffolds on Learner In-Game Experience and Performance in A Math Game

349 D&D -Awardee Presentations

350 D&D - Instructional Design

350 Knowledge and skills needed by instructional designers in higher education

350 Who Am I Designing For? Inquiries Into What We (Can) Know About Learners

362 D&D - Roundtables Session 2

362 D&D: An Interactive Narrative Model to Motivate Scientific Problem Solving Process

362 D&D: Design Fundamentals in the Digital Lecture

362 D&D: Designing and Managing an Instructional, User-contributed Web Resource for Preventing Childhood Obesity

362 D&D: Disciplinary Differences in Community of Inquiry: Comparing students' social, cognitive, and teaching presence in different disciplines

362 D&D: Mixed Methods Study investigating the Heuristics Used in the Field of Individuals in Varying Levels of their Instructional Design Careers

362 D&D: Navigating by Time, Topic, or Tools within the Learning Management System

362 D&D: Peer Engagement to Augment English Learning (PETAEL): Literature Synthesis to Support a Conceptual Model

362 D&D: Professional Development as Project Management: Structuring the Course Development Process

374 D&D - Design Spaces

374 How To Fill Our Design Spaces

375 D&D - E-learning Readers and Textbooks

375 Exploring the Use of eTextbooks in Higher Education: A Four-Year Survey Study

375 The Failure of e-Readers in Higher Education

376 D&D - Learner-centered Teaching Strategies

376 DRAWING PEER'S MAP: Process design for peer tutoring to facilitate tutee's learning

376 Teamwork Trust in a Learner-Centered Collaborative Online Learning Environment: A Close Look from Students' Perspectives in Terms of Social Presence and Cognitive Presence

376 Towards Effective Machine Tutoring through Real-Time Dialog

389 D&D - Roundtables Session 3

389 D&D: A learner–centered online assessment to foster creativity in higher education

389 D&D: A Review of the Effects of Supplemental Instructional Videos on Student Learning and Motivation

389 D&D: Factors Influencing the Effectiveness of Peer Feedback Practices among Pharmacy Students

389 D&D: Mobile and Social Technologies Supported ESL Writing: A Study in Middle School

389 D&D: Prediction Equations Between Teachers'

Priorities and Students' Achievement Levels in Hidden Dimensions of Curricula

389 D&D: Supporting online help-seeking with a web-based help-seeking tool

389 D&D: The YouTube Effect: Do Default Multimedia Controls Impede Novice Learning?

389 D&D: Visual Design Principles and Elements for the Creation of Instructional Media

Design and Development Showcase

148 D&D Showcase (2 hours)

148 A Salamander Tale and an Edible Journey: Learning Strategies Applied to Museum Exhibits

148 But Wait--There's More!: Using Branding Strategies and the ARCS Model of Motivation within an Interactive Module to Recruit Undergraduate Students

148 Design and Development of a Flipped Engineering Classroom, Makecourse-Art

148 Human Performance Analysis: Application of General Systems Theory

148 Needs Assessment

148 NextGen KidsMath: Restoring Playfulness in Mathematics Education

148 The instructional design of Roadtrip: A computerized driving game to improve listening

Distance Learning

019 DDL -Board of Directors Meeting

034 DDL - Faculty Experiences

034 A Systematic Literature Review on Faculty Members' Lived Experiences Teaching Online Courses

035 DDL - Lessons Learned from MOOCs

035 Enrollment Purposes, Instructional Activities, and Perceptions of Attitudinal Learning Gains: Case Study of a Human Trafficking MOOC

035 Teaching Massive, Open, Online, Courses (MOOCs): Tales from the front lines

036 DDL - Online Program Administration

036 Administering Online Programs: What the e-Learning Leader Needs to Know

057 DDL - Communication & Social Networking

057 Promoting Learner Interaction with a Google+ Social Media Model that Replaces Traditional Discussion Forums

057 Using Social Networking Sites for Teaching and Learning: Students Achievement and Involvement in Facebook® as a Course Management System

058 DDL - Dissertations in Online Learning

058 Dissertations in Online Learning

059 DDL - Learning Analytics

059 Tracking Learning Analytics in Asynchronous Online Discussions: Issues and Techniques

059 Uncovering LMS Data: Using an API to Access Information about Learning

075 DDL - Collaboration & Social Presence

075 Take the Distance Out of Distance Learning – Leveraging Online E-collaboration and Social Presence.

076 DDL - Community & Instructional Support

076 Developing a Community of Inquiry in a Condensed Online Course: Identifying Effective Instructional Methods

076 Enhancing Student Learning and Sense of Community in an Online Instructional Design Course

077 DDL - Course Design

077 Designing for Quality: An analysis of Design and Pedagogical Issues in Online Course Development

077 Effects of Open Education Resources on Students, Faculty and Instructional Designers

091 DDL - 21st Century Learning & Instructor Practices

091 Forming online groups: A Purposeful Instructional Grouping Strategy

091 Fostering Creativity in Online Faculty Developers: What is the BEST Approach?

092 DDL - Communication & Facebook

092 Community of Inquiry Model in Action: a Facebook supported learning environment

092 The Benefits and Challenges of Using Facebook to Mediate Online Class Discussions in a Blended Classroom Setting

093 DDL - Instructor Practices

093 Avoidance and Adoption Motivation in Instructors Use of Online Student Supports and in Administrators Promotion of Growth in Online Programming

093 Faculty Members Best Practice Standards in the Design of Higher Education Online Courses

115 DDL - Instructor Practices in Design

115 Applied learning in the redesign of online courses for faculty members

116 DDL - Preparing K12 Teachers for Online Instruction

116 Preparing Successful K-12 Online Teachers

117 DDL - Program Development

117 Instructionally-Sound Strategies for Faculty Workload Reduction in Online Courses: Getting Some Shuteye Revisited

117 Going Hybrid vs. Going Crazy: Building a Successful Hybrid Doctoral Program

149 DDL - Data Mining & Program Evaluation

149 Educational Data Mining in Program Evaluation: Lessons Learned

150 DDL - Higher Ed Program Development

150 Creatively Leading the Implementation of a Successful Community College Online Learning Program

150 The Super E-Student Initiative: A Creative Focus on Targeting Distance Education Learners

151 DDL - Student Perceptions

151 Adult Reflection in a Graduate-Level Online Distance Education Course

151 Blended Synchronous Classes – Students' Perspectives

151 Examining the Relationship between Learners' Epistemic Beliefs and Perceptions of Online Learning

169 DDL - Roles & Student Success

169 Exploring student activities and success patterns in Massive Open Online Courses

169 The Impact of Roles Assignment on Cognitive Presence in Asynchronous Online Discussion

170 DDL - Social Management & Engagement

170 Administering the "Social Perceptions in Learning Contexts Instrument": A Research Tool Measuring Social Connectedness Online

170 Exploring Ways Online Teachers Teach Self-Regulated Learning Skills to Students in U.S. Online K-12 Schools

171 DDL - Theory & Practice Trends

171 Theory, Practice and Future Learning Experiences

193 DDL - Evaluating Quality

193 Online Course Design: A Review of National and Statewide Evaluation Instruments

193 The Validity, Reliability, and Utility of a Rubric for Evaluating Online Course Quality: An Empirical Study

194 DDL - Learner Behavior

194 Learners' Self-regulatory Behavior in Blended Learning Environments: Towards Design Guidelines for Supporting Self-Regulation.

194 Online Course on Online Instruction and Virtual Field Experiences on Students' Self-Efficacy

194 Strengthening Learner Participation in Online Courses: The Role of Digital Content Curation

195 DDL - MOOC Facilitation

195 Service Learning MOOC Facilitating Strategies - How the Pied Piper effect was used

207 DDL - Roundtables Session 1

207 DDL: A Literature Review of the State of Professional Development for Online Instructors in Higher Education

207 DDL: Integrating Digital Clinical Experience (DCE) into a Nursing Curriculum: Identifying Concerns of Students

207 DDL: Purple Ribbon Selfies: An in-person method for increasing social engagement in an online, on-campus course.

207 DDL: The Relationship of Internet Self-Efficacy, Self-Regulation, and Student Performance in Online Learning

220 DDL - K12 Professional Development

220 Re-visioning Online Professional Development

221 DDL - Motivation

221 Cheerleading Persistence: Facilitating Adult Learners' Self-efficacy Through Sense of Community (SOC) in Blended Learning Programmes

221 Competencies for effective online instructors: A mixed method approach

221 The role of motivational and affective factors in student learning in an online remedial mathematics course

222 DDL - Tracking Student Practices

222 Analysis of Time-on-Task, Behavior Experiences, and Performance in Two Online Courses with Authentic Learning Tasks

222 Examining the Effect of a Real-Time Student Dashboard on Student Behavior and Student Achievement

232 DDL - Roundtables Session 2

232 DDL: Comparing Students' Perceptions of Online Instructor Roles and Competencies according to the Academic Disciplines

232 DDL: Developing an Online Instructor Certification

232 DDL: Examining Reliability and Validity of Social Presence Subscale of Community of Inquiry Instrument

232 DDL: Student perceptions regarding the effectiveness of techniques used to foster online program community

244 DDL - Badges & Online Learning

244 Badging for Good: Perceptions of Earning a Digital Badge in a Service MOOC

244 Implementation of Open Digital Badges Within an Online Masters Program: Lessons Learned

245 DDL - Preparing Higher Education Teachers for Online Instruction

245 Preparing Online Teachers in Higher Education

246 DDL - Social Presence

246 Instructors' Perceptions of Instructor Presence in Online

Learning Environments

246 Social Presence in Distance Education

253 DDL - Roundtables Session 3

253 DDL: [NR]Creative Collaboration In Higher Education: An IT Perspective

253 DDL: Designing a New Online Masters Degree Program

253 DDL: Instructional Design Checklist for Online Courses

253 DDL: The Addition of a "Mentor Forum" in a MOOC - Modeling and Scaffolding

265 DDL -New Board of Directors Meeting

278 DDL - Engagement Strategies

278 Engagement Matters: Ways to Enhance Interaction and Engagement in Online Learning

279 DDL - QM Course Evaluation

279 Beyond Quality Matters: Comprehensive Strategies for the Evaluation of Distance Education Programs

279 Essential Design Elements for Online Course Development: Using Quality Matters (QM) to Ensure Student Satisfaction

280 DDL - Role Play, Interaction, & Discussion

280 Exploring Role Play to Analyze Instructional Design Cases in an Online Environment

280 Facilitate meaningful discussion through visual representations

280 The Nature and Level of Interaction in a Large-, Open-Enrollment Chemistry Course

304 DDL - Community & Social Presence

304 The Presence+Experience Framework: Supporting the Purposeful Design of Presence in Online Courses

304 Effects of Learner-to-Learner Interactions on Social Presence, Achievement and Satisfaction

304 What Makes Online Learning Sociable?: Examining Discussion Group Size And Supplementary Facebook Groups

305 DDL - Multimedia & Video

305 Empirical Effects of Multimedia Design on Perception, Learning Effectiveness, and Cognitive Load

305 How Long is Too Long? The Effect of Segmenting Instructional Video

306 DDL - VoiceThread for Feedback

306 VoiceThread: A design critique model for implementing asynchronous feedback into online, problem-based learning

329 DDL -Membership Meeting

351 DDL - Collaboration & Language

351 Extreme Collaboration and Technology: What We Can Learn From a Bilingual, Bi-Modal Distance Education Program

352 DDL - Creativity & Games

352 Design Strategies for Supporting Creative Thinking in Online Learning Environments

352 For the Win! Using Learning Games in Faculty Development Training

353 DDL - Publishing for Tenure & Promotion

353 Publishing Your Scholarly Work for Tenure and Promotion!

359 DDL - Posters Session 2

359 DDL: A Proposed Model for a Blended Learning Approach to Teaching Research Ethics

359 DDL: [NR]Becoming a Curator: Teaching Tips for Virtual Social Studies Instruction and Course Development

359 DDL: Comparative Study on the Use of Motivational Regulation Strategies, Cognitive Learning Strategies, and Engagement between Undergraduate and Graduate Students Enrolled in Online Courses

359 DDL: Fostering Creative Thinking in Online Education

359 DDL: Online Learning Experience, Metacognitive Self-Regulation, and Achievement in Pre-service Teachers

359 DDL: Prediction of Dropout Behaviors in Online Learning using a Cross-classified Random Effect Model (CCREM)

359 DDL: The Impact of Interactive Video on Students' Learning

362 DDL - Roundtables Session 2

362 DDL: Challenges in Measuring Student Learning in Online Instruction

362 DDL: Designing a Positive Learning Experience in Engineering: Student Perceptions of an Online Thermodynamics Course

362 DDL: Exploring Learner Interaction in An Online Asynchronous Collaborative Learning in Statistics Education

362 DDL: Perceptions of female Saudi university students regarding the use of asynchronous online discussion boards.

362 DDL: The use of Tablets and Exercise to Enhance Older Adults' Working Memory

377 DDL - Competency Based Education

377 Creatively implementing online competency-based learning in a traditional university: Sometimes you can fit a round peg in a square hole

378 DDL - Feedback & Modeling

378 Examining an Instructor's Online Interaction and Participation in a Ning Online Discussion Forum

378 The Effectiveness of Modeling Strategies in an Asynchronous Online Learning Environment

379 DDL - Professional Development & Adult Education

379 Designing Professional Development MOOC For Community College Computing Faculty: LighthouseCC MOOC

379 Framing the Painting: Retention Policies and Practices in Blended Adult Education

385 DDL - Posters Session 3

385 DDL: A Systematic Review on Self-Regulated Learning in Massive Online Open Courses

385 DDL: Does size matter? An exploration into faculty perceptions and practices of teaching large online courses

385 DDL: Higher Education Institutions Acquiring Distance Education Content from Commercial Vendors

385 DDL: How an Online Community Promotes Graduate Students' Professional development

385 DDL: I Can't Ad Lib: The Online Course Development Institute

385 DDL: Mind Mapping for Distance Learning

385 DDL: Motivation, Self-regulated Learning and Sense of Community as Predictors of Learner Satisfaction in Online Courses

389 DDL - Roundtables Session 3

389 DDL: Captioning Course Material: Current Issues and Creative Solutions

389 DDL: Does our Complacency in Online Settings Dehumanize our Students and Ourselves?

389 DDL: The Effects of Video Discussion Posts on Social Presence and Course Satisfaction in An Online Course

Systems Thinking & Change

016 ST&C -Board of Directors Meeting

104 ST&C - Changing the Speed: Reflection and Mindfulness in Higher Education

104 Changing the Speed: Reflection and mindfulness in higher education

105 ST&C - Shocking the System: Change Action Leaders

105 Transformational Change with ACTION

105 Environmental Sustainability-Peace and Conflict Resolution through the lens of Educational Technology

128 ST&C - Fostering Cultural Change in Systems

128 How are new habits in learning and technology use fostering systemic and cultural change?

129 ST&C - Transformers: Leading Systemic Change in Schools

129 Systems Thinking about Systemic Change in Schools

129 [NR]Technology-leveraged Learning-by-Doing Transforms Student AND Teacher Learning

129 A Case Study Examining How School Leaders Support School-Wide Implementation of Problem-Based Learning in a Comprehensive Public High School

160 ST&C - Game Changers!

160 Video Games and Boys: Unpacking Boy Learning Ecosystems

160 The Effect of Growth Mindset on the Persistence of Gifted Students when Facing Challenges in Online Educational Gameplay

161 ST&C - Leading Personalized and Problem Based Learning in Systems/Joint STC and TED Perspectives

161 A Systems view of Personalized and Project-Based Learning Implementation based on Learner-Centered Paradigm

182 ST&C - What Ya Gonna Do When They Come To You? Tips on Implementing Learning Analytics, Digital Literacy and Participative Research in Education Systems

182 What Ya Gonna Do When They Come to You? International Perspectives on Leading Learning Analytics, Participative Research and Digital Literacy

202 ST&C - Posters Session 1

202 ST&C: Cognitive Load as an Inhibitor to Technology Adoption in P-12 Schools

207 ST&C - Roundtables Session 1

207 ST&C: Free Community Colleges Plan, Opportunities For Online learning Toward a Systemic Change

207 ST&C: Tobacco Cessation & Education: Simplifying Conditions of a Social Learning Environment

210 ST&C - Butterfly Wings Flapping: International Researchers Aiming at Change

210 Research to Change K-12 Learning: International Researcher Perspectives on Implementing Global Education, Culturally Sensitive Science and Motivational Math Gaming.

235 ST&C - For the First Time in Forever: Changing Paradigms

235 An Examination of the Effectiveness of Web-Based Instruction for Nontraditional Learners

235 Coding in K-8

235 Personalized Learning in a Homeschool Setting: A Scaled-Down "New Paradigm" Education

255 ST&C - Change Architects

255 Lessons Learned in Introducing Instructional Design across Multiple Campuses of a University

291 ST&C - A Sure Thing or Hedging Bets? Graduate Students Debate The Rise of Alt-Faculty Positions in Western Universities / STC and GSA Joint Panel

291 Debating an Increase in ALT-AC (Alt-Academic) Positions in the University and Their Impact on AECT Student Lives.

317 ST&C - Affecting Change Panel: Distance Learning and Systems Thinking & Change Divisions

317 Affecting Change Panel: Distance Learning and Systems Thinking & Change Divisions

318 ST&C - Change A Space to Change Our Minds

318 Transforming Classrooms into Learning Studios: What does it take to make classrooms a living space?

318 [NR]Power of Massive Informal Learning Environments

343 ST&C -Membership Meeting

365 ST&C - Creative Conversations: A Joint Systems Thinking and Change & Organizational Training and Performance Panel Presentation

365 Creative Conversations: A Joint Systems Thinking and Change & Organizational Training and Performance Panel Presentation.

366 ST&C - Leadership by Design: Transforming University Programs

366 Transforming Pharmacy Education through Backward Design and Integration

366 Leading Change and Innovation in a Connected World: Designing Design Based, Blended Professional Graduate Programs

392 ST&C - What Instructional Designers Need to Know as Education Transforms to the Learner-Centered Paradigm / STC and DDL Division Perspectives

392 What Instructional Designers Need to Know as Education Transforms to the Learner-Centered Paradigm

Featured Research

095 FR - Social Media

095 Education Scholars on Twitter

120 FR - Assessment

120 The Relationship between Test Mode (Computer or Paper-based), Cognitive Load, and Test Performance in a Chemistry Classroom Setting

197 FR - Technology Integration

197 Revealing knowledge structure in lesson texts using a computational text pattern-matching approach

331 FR - Teacher Education

331 Student teaching experience and pre-service teachers' readiness for technology integration: A mixed methods study

381 FR - Learning Theories

381 Using a Mathematical Model of Motivation, Volition, and Performance to Examine Students' E-Text Learning

Fee-Based Workshops

003 01-W1 Workshop: Create your own interactive instructional videos with Camtasia & YouTube (preregistration required)

003 Create your own interactive instructional videos with Camtasia & YouTube

004 01-W2 Workshop: Creating Interactive Content with Adobe Animate (Flash) (preregistration required)

004 Creating Interactive Content with Adobe Animate (Flash)

005 01-W3 Workshop: Fallacies of Social Neutrality in IDT (preregistration required)

005 Fallacies of Social Neutrality in IDT

006 01-W4 Workshop: Serious Game Design and Development (preregistration required)

006 Serious Game Design and Development

007 01-W5 Workshop: Student Design Case SLAM (preregistration required)

007 Student Design Case SLAM

010 04-W1 Workshop: SIG OpenEd: An Introduction to Open Educational Resources for Instructional Designers (preregistration required)

046 11-W1 Workshop: Creating a Customizable, Differentiated Blended Learning Environment (preregistration required)

046 Creating a Customizable, Differentiated Blended Learning Environment

047 11-W2 Workshop: Creativity in Education (preregistration required)

047 Creativity in Education

048 11-W4 Workshop: Innovative Case-Based E-Learning Design for Enhancing Real-World Problem Solving: Three Principles and Seven Strategies (preregistration required)

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

049 11-W5 Workshop: Using an Implementation Framework to Build and Sustain an ePortfolio Initiative (preregistration

required)

049 Using an Implementation Framework to Build and Sustain an ePortfolio Initiative

050 11-W6 Workshop: Using ePortfolio Pedagogy to Document Your Doctoral Journey (preregistration required)

050 Using ePortfolio Pedagogy to Document Your Doctoral Journey

051 11-W7 Workshop: UX/UI: Hands-on Experience with Research Methods and Teaching Strategies (preregistration required)

051 UX/UI: Hands-on Experience with Research Methods and Teaching Strategies

402 41-W1 Workshop: Everything You Wanted to Know About Writing Your Dissertation or Chairing a Dissertation (preregistration required)

402 Everything You Wanted to Know About Writing Your Dissertation or Chairing a Dissertation

403 41-W2 Workshop: FlexLearning Course Design: Preparing Your Course for FlexLearning Delivery (preregistration required)

403 FlexLearning Course Design: Preparing Your Course for FlexLearning Delivery

404 41-W4 Workshop: Lecture like TED: Creative Digital Presentations that Engage and Motivate (preregistration required)

404 Lecture like TED: Creative Digital Presentations that Engage and Motivate

405 41-W5 Workshop: Methods for Designing and Evaluating Educational Games (preregistration required)

405 Methods for Designing and Evaluating Educational Games

406 41-W6 Workshop: Online learning analytics on social networking sites: how to tap the potential of data mining in research of educational technology (preregistration required)

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

407 41-W7 Workshop: Put Your Leadership Cards on the Table! Q Sort and Real-Time Analysis of Leadership Styles (preregistration required)

407 Put Your Leadership Cards on the Table! Q Sort and Real-Time Analysis of Leadership Styles

ICEM (International Council for Educational Media)

020 ICEM -Board/Membership Meeting

122 ICEM-Annual Graduate Student Panel Discussion

122 Learning Analytics, Quantified Self, & Personalized/ Personal Learning: Keeping up with big data

207 ICEM - Roundtables Session 1

207 ICEM: Evaluation of Synchronous Office Hours for Large Scale Open and Distance Learning Courses

207 ICEM: [NR]Learning Experience Design for Informal Learning

232 ICEM - Roundtables Session 2

232 ICEM: 21st Century Skills Level of Teacher Candidates

232 ICEM: College Students' Perceptions on Educational Impact of World of Warcraft

232 ICEM: Hidden Side of the Open and Distance Learning: Staff Development

362 ICEM - Roundtables Session 2

362 ICEM: Investigating Student Motivation and Expectation on Attitude toward Flipped Learning

362 ICEM: Massive Open Online Course Participants

International

014 INTL -Board of Directors Meeting

039 INTL - Social Network Sites in Instruction & Hearing Factor in Technology Use

039 Perceptions of K-12 Students and Teachers on Using Social Network Sites in Instruction

062 INTL - Socratic Seminar: An International Forum on Socratic Teaching [2hr]

062 Socratic Seminar: An international forum on Socratic teaching

098 INTL - E-Learning, Digital Equity & Online Collaboration

098 Achieving Education Equity Through A Digital Equity Initiative in Taiwan

098 Online Collaboration as a Strategy to Revitalize Endangered Language

141 Jenny K. Johnson International Hospitality Center - Wednesday

176 INTL - Information Security/Privacy Literacy, University Social Responsibility & Active Learning

176 An analysis on the Gender Difference in Information Security and Privacy Literacy for College Students in the Age of Big Data and Cloud Computing

176 Open Educational Resources and University Social Responsibility: Opportunities and Challenges for Thailand Higher Education Institutions

198 INTL - Online Learning, Mobile Learning & MOOCs

198 Self-Reported Experiences of Chinese Students towards Online Learning in the U.S.

198 A Review of Graduate Theses related to Mobile Learning: The Case of Turkey

198 Cultural Dimensions and Completion of Massive Open Online Courses (MOOCs)

202 INTL - Posters Session 1

202 INTL: A Historical Review of Educational Technology in Schools in India

202 INTL: Teaching Strategy for the Development of Creative Thinking of Future Educators of Mexico, Through ICT

202 INTL: Utilizing Math Game Apps In The Classroom

207 INTL - Roundtables Session 1

207 INTL: A Course Design for "Course Design in Open and Distance Learning"

207 INTL: Effect of different working positions on simulation sickness in 3D Aerodrome Controller Training

207 INTL: Sustained International Collaboration Through Multicultural Virtual Communities of Practice

207 INTL: Virtual Academic Hub Use and its Effect on Economy and Student's Success

226 INTL - Searching for Instructional Technology Faculty Jobs: Strategies and Lesson for the International Students

226 Searching for Instructional Technology Faculty Jobs: Strategies and Lesson for the International Student

262 INTL - International Division: Annual Silent Auction & Dinner Buffet (preregistration only)

264 INTL - International Division Annual Live Auction

284 INTL - Instructional Design, Vocational Trainings & Social Media in Education

284 Creating International Connections: Instructional Design and Traditions of Didactics

284 [NR]The Effects of Vocational Trainings in Solar Energy in Developing Countries on Educators and Technicians' Learning Outcomes and Attitudes

284 Pre-service teachers' Views on Social Media and Web2.0 Tools in Education

295 Jenny K. Johnson International Hospitality Center - Thursday

310 INTL - Global Learning Network with International Scholars

310 Global Learning Network with International Scholars: International Forum

333 INTL/ICEM - Information Literacy Skills, Career Needs & Mobile Device Ownership

333 International Graduate Students' Information Literacy Skills: Perceived vs. Test Assessed

333 Aligning Multiple Perspectives on the Career Needs of International Students

333 College Student Profiling And Mobile Device Ownership

340 INTL - Roundtables Session 1

340 INTL: A case study of exploring the role of video games for international students

340 INTL: Integrating Gamification into a Large Scale Open and Distance Learning Program

340 INTL: Managing Expectations on Tenure and Scholarship for International Faculty on Tenure-Track

340 INTL: [NR]The Investigation of the Attitude of Secondary School Teachers regarding Computer aided Education

356 INTL -Membership Meeting

383 INTL - A Look at Technology Integration from Different Perspectives

383 The Use of Digital Storytelling in Teacher Education

383 American and Taiwanese Pre-service Teachers' Challenges in Technology Integration

383 Educational Technology and Mediendidaktik: A comparative study of the two fields

389 INTL - Roundtables Session 3

389 INTL: Course design model for online Korean language instruction incorporating Mobile devices and applications

389 INTL: Technological Needs of an Massive Open and Distance Learning Providers

389 INTL: Towards a validated needs assessment process in international contexts: A case study in Saudi Arabia

IVLA (International Visual Literacy Association)

199 IVLA - Visualizing Learning

199 Exploring Multimodal Composition in Collaborative Digital Learning Environments

199 Fostering Visual Literacy in Science Courses

KSET (Korean Society for Educational Technology)

177 KSET - Emerging Research Issues in Instructional Technology

177 Applying Big Data and Analytics in Instructional Technology

177 A study on the current state of SNS for educational use in enterprise.

188 KSET -Lunch

200 KSET - Improve Learning Performance through Instructional Technology

200 Effects of Question and Explanation Orders on the Logical Thinking and Achievement in a Programming Class

200 Structural Relationship among Variables Concerning Perceived Outcomes in the Korean Elementary School Environment Using Digital Textbook

200 The Development of NCS Communication Skills Performance Instrument

227 KSET - Leaner's Self-Efficacy and Academic Ethics in Higher Education

227 An investigation of secondary pre-service music teachers' music pedagogical content knowledge(PCK) and teaching efficacy: The case study of the graduate school of major in music education in South Korea.

227 The effects of University Students' Self-Leadership, Teacher Social Support on Academic Self-Efficacy

251 KSET - Posters Session 3

251 KSET: Design of mobile application for supporting a Self-Regulated Learning

251 KSET: Development of Customer Satisfaction Education Program Based on the Systematic Approach to Instructional Design: Focusing on image making

253 KSET - Roundtables Session 3

253 KSET: Development study of the Instructional Model for Flipped Learning Based on First Principles of Instruction

253 KSET: Using data mining to analyze students' pre-class online learning in flipped classroom environments

Leadership Development Committee

078 LDC - The Complexities of Leadership in Higher Education

078 The Complexities of Leadership in Higher Education

357 LDC - A Scholarly Society at a Crossroads: Graduate Student Membership in AECT

357 A scholarly society at a crossroads: Graduate student membership in the Association for Educational Communications and Technology

Emerging Learning Technologies

037 ELT -Board of Directors Meeting

060 ELT - IoT and MERLOT What Does it All Mean?

060 Evolution of Educational Technology: Educational Implications of Internet of Things (IoT) as a New Technology Paradigm

060 Optimizing MERLOT to Optimize ICT Literacy in Curricula

094 ELT - Digital Game Based Leaning for K-12

094 Fostering creativity in Implementing digital game-based learning as an authentic assessment for creativity in higher eduction

118 ELT - LMS and MOOCs Oh My

118 [NR]Leveraging existing Canvas (LMS) functionality to collect meaningful behavior data for predicting success within Calculus.

118 Learner Perceptions of Attitudinal Change in Three MOOCs

119 ELT - Open Eductional Resouces and Digital Badges

119 Impact of Open Digital Badges on Perceptions of Learner Confidence in a Large Educational Technology Course for Pre-Service Teachers

119 Students' Perception of Utilizing Open Educational Resources (OER) for Textbook Creation

152 ELT - Educational Multimedia

152 An Analysis of Multimedia Production Courses in Instructional Design and Technology Graduate Programs

152 Early Childhood Teachers' Developmentally Appropriate Practices in the 1:1 iPad Classroom

153 ELT - The Future of Visualization in the Instructional Technology Context: Four Perspectives

153 The Future of Visualization in the Instructional Technology Context: Four Perspectives

172 ELT - Design, Development and Evaluation

172 Design, Development and Evaluation of a Serious Game for Assessment of Student Science Inquiry Skills

172 Learning from Failure in Games and Game-like Environments: A Literature Review

173 ELT - Free/Inexpensive Emerging Learning Technologies

173 Free/Inexpensive Emerging Learning Technologies

196 ELT - Games in Education

196 Lessons Learned In The On-Going Development of A Modular Educational Game Framework: Considerations for Developers

196 Science fiction & games for climate change education

207 ELT - Roundtables Session 1

207 ELT: 3D Printing in the Classroom: A Revolution in Progress

207 ELT: Adventures in Podcast Production: Strategies and Techniques

207 ELT: So What's with Tablets?

207 ELT: Supporting Student Comprehension of Scientific Concepts Using OER-based Collaborative Reader System: Students' Perceptions

223 ELT - Going Online

223 Creating self-determined learners: Our story of using

VoiceThread to help students solve ill structured problems

223 The Lived Experiences of Faculties and Students with the Instructional Use of Facebook: A Multi Case Phenomenological Study

224 ELT - Mobil Technology and 3D CAVE Experience

224 A Fantastic Journey: Creating an Immersive 3D CAVE Experience for Middle School Science

224 Exploring the Use of Mobile Technologies in Higher Education: A Multi-Year Study

232 ELT - Roundtables Session 2

232 ELT: Building an Intelligent Tutoring System to Assess Learner Performance

232 ELT: Effective instructional strategies implemented by preservice teachers teaching diverse students

232 ELT: MOOCs, Student Participation and Achievement

232 ELT: The changing way that students create in the classroom, AppShed anyone?

232 ELT: VRFT Grand Canyon: Virtual Reality Field Trips for Exploration and Engagement in the Geosciences

247 ELT - Making Your Own Reality (Augmented That Is)

247 Supporting disciplined inquiry with mobile Augmented Reality

248 ELT - Virtual Reality Tools, Cheap and Easy.

248 Cheap and Easy Virtual Reality: Tools and Resources for the Classroom

253 ELT - Roundtables Session 3

253 ELT: A review of the design and implementation of digital badges at a university – instructor and student perceptions.

253 ELT: Enhancing Our Lives, Work, And Interactions With Wearable Technologies

253 ELT: Notetaking is dead; long live #notetaking: Meaningful Learning with Twitter in the Classroom

253 ELT: Teaching Computational Thinking using MineCraftEdu with Autism Spectrum Disorder Students

253 ELT: Use of Virtual Patients in Medical Education

261 ELT -Immersive Learning Awards Reception

281 ELT - Come Play Some Games

281 Some of These Games are not Like the Others: Educational Board Games, Genres, and Learning

282 ELT - Games and Video Conferencing

282 Comparing the Structural Elements of Best and Worst Educational Computer Games

282 An exploratory study of game features that can support measurement of knowledge and skills

282 Using a video conferencing tool in a face-to-face class to promote engagement

303 ELT - Pecha Kucha

303 Using Telepresence Robot to Provide Authentic Communicative Practices to Remote Foreign Language Learners

307 ELT - Creativity and Learning in the Classroom

307 Creativity and Learning in the Classroom: Designing Fully Functional Mobile Apps to Learn About Course Content

308 ELT - Game-Based Science Inquiry Learning and Assessment

308 Game-Based Science Inquiry Learning and Assessment

330 ELT - How Can Computer Games Change the Way We Read?

330 How Can Computer Games Change the Way We Read?

336 ELT - Posters Session 1

336 ELT: A Design Case of Book-Like Two-Column Web Design

336 ELT: Designing Pleasurable Educational Gamification for Undergraduates

336 ELT: Perceived Fidelity, Workload, and Cognitive Load of Pre-Service Teachers using TeachLivE

336 ELT: The effects of utilizing simulation to promote learning in a higher education STEM classroom

340 ELT - Roundtables Session 1

340 ELT: Game On: Creatively Using Gaming to Teach the Informed Consent Process to Clinical Research Professionals

340 ELT: The effectiveness of a math game: The impact of integrating additional support.

340 ELT: Using the Community of Inquiry Survey to Evaluate Active Learning Classrooms

340 ELT: What Types of Feedback Will You Get: Effects of Feedback Methods and Learner Characteristics in Wiki-based Writing

354 ELT -Membership Meeting

380 ELT - Vegas Spotlight on Communication

380 Vegas Spotlight on Communication: Reasserting the "C" in AECT

389 ELT - Roundtables Session 3

389 ELT: An online database to support tracking trends in Instructional Design and Technology

389 ELT: Literature Review on Effects of Video Technology on Second Language Learning

389 ELT: The Effect of Computer Network Simulators on

Students' Motivation and Learning

389 ELT: The Impact of Digital Device on Decision-making in Web Searching Processes: A Comparison between Desktop Computer and Smartphone

NJASL (New Jersey Association of School Librarians)

334 NJASL - K-12 Technology Integration Practices: Stakeholders' Perspectives on Creative Collaboration

334 K-12 Technology Integration Practices: Stakeholders' Perspectives on Creative Collaboration

Organizational Training and Performance

015 OTP -Board of Directors Meeting

099 OTP - Defining Performance Improvement

099 How Shall We Define Human Performance Technology?

099 Design-Based Research in the Workplace: A Brief Review of Human Resource Development and Performance Improvement Literature from 2011-2015

123 OTP - The Role of Leadership in Training and Development

123 Higher Education Faculty Leadership Styles and their Influence on Classroom Management and Instructional Strategy Choices

178 OTP - Learning Analytics and Performance Improvement

178 Big data, learning analytics, training, and performance improvement: Emerging evidence

178 What's the Gap? Exploring Professionals' Beliefs on KSAs needed On-the-Job & Coverage in ID Programs

201 OTP - Rapid eLearning Development

201 Avoid Getting RED in the Face: Rapid E-Learning Development Tools for Novice E-Learning Developers

202 OTP - Posters Session 1

202 OTP: Advancements of Performance Improvement in Literature

207 OTP - Roundtables Session 1

207 OTP: Exploring the use of Dialectical Pluralism as a Group Process for Fostering Creativity and Performance

207 OTP: Insiders' Tips for New Instructional Designers in Higher Education Institutions

207 OTP: Mapping Your Way Through Exams

207 OTP: Metacognition and Adult Learning: Strategies for Corporate Training

228 OTP - Performance Support in Workplace Training

228 An investigation into the effect of job aid design on cognitive load and performance

228 Feedback Effects on Employee Performance

250 OTP - Quality Informal and Corporate e-Learning

250 The Business of Informal Learning: A Survey of Instructional Design and Performance Improvement Practitioners

250 Quality In Corporate e-Learning: Linking The E-Learning Maturity Model To Organizational Improvement

311 OTP -Membership Meeting

335 OTP - Workplace Learning

335 Employees Perspectives on MOOCs for Vocational Education and Workplace Learning

335 A Study of Carroll's Model of School Learning and Distance Learning for Law Enforcement Officers

358 OTP - Instructional Design and Cognitive Apprenticeships

358 Merging Perspectives in Instructional Design: Lessons Learned from Students, Faculty, and Clients

358 The Prevalence of Cognitive Apprenticeships in Instructional Designer Onboarding

384 OTP - Workplace Instructional Design

384 A Panel Discussion of Instructional Design for Education and the Workplace: Cousins, But Not Twins

Presidential Sessions

124 Presidential Session: Creativity in Learning and Instruction

124 Creativity in Learning and Instruction

155 Presidential: Sparking the Creative Process: A Mid-Conference Creative Break

155 Sparking the Creative Process: A Mid-Conference Creative Break

203 Presidential: Big Data in Education: Implications for Design

203 Big Data in Education: Implications for Design

230 Presidential: Designing for Human Learning in the Anthropocene [2 hr]

230 Designing for Human Learning in the Anthropocene

285 Presidential Session: My 50+ year search for Effective, Efficient and Engaging Instruction

285 My 50+ year search for Effective, Efficient and Engaging Instruction

312 Presidential: Advancing Education

337 Presidential: Human Learning and Machine Learning: A Partnership for Creative Design

337 Human Learning and Machine Learning: A Partnership for Creative Design

386 Presidential: Implementing Burke Connection Mapping

for Creative Insight Into Content and Design

386 Implementing Burke Connection Mapping for Creative Insight Into Content and Design

Research & Theory

021 RTD -Board of Directors Meeting

041 RTD - Games: Theory and Design Camps

041 Toward A Comprehensive Theoretical Framework for Game-based Learning in Education 3.0

041 Dimensions of Design Activity in a Tabletop Game Design Camp

042 RTD - Multimedia Learning

042 Does the modality principle impact today's learners' cognitive load, transfer and retention of knowledge?

042 The Cognitive Theory of Multimedia Learning as Critical Framework for Humanized Verbal Instructional Messages

063 RTD - MOOCs: Knowledge Construction and Attitudinal Change

063 Profiles of Attitudinal Change among MOOCs Learners: A Latent Profile Analysis

063 Examining knowledge construction of MOOC community using discourse analysis

064 RTD - Research Methods: Learning Analytics and Content Analysis

064 The effects of applying learning analytics via decision trees to students' performance in a physical science course

064 TechTrends 2010-2015: A Content Analysis

079 RTD - Mobile Devices and Technology Integration

079 Understanding the use of tablet devices in the classroom when teaching learners diagnosed with autism

079 A Rationale for Revising Bloom's [Revised] Taxonomy"

100 RTD - Educational Data Mining

100 Privacy Issues Limit the Benefits of Learning Analytics

100 Learning Content Analytics: Exploring the Link Between Video, Reading, and Assessment in an Online Course

101 RTD - Gamification

101 Evaluating Gamification Projects in Education: A Review of the Current Research

101 Using Gamification in a University Makerspace to Promote Creative Thinking

125 RTD - Educational Neuroscience

125 What can Educational Neuroscience Research Tell us about Geriatric Learners?

125 Advancing Educational Neuroscience: Implications for the Field of Instructional Design

126 RTD - Research Methods, Social Media, and Education

126 US Universities on Twitter

126 Teachers, Twitter, and Terrorism: Combining Digital Research Methods to Study Online Educational Conversations in France

156 RTD - Educational technology and narrative: The 2016 AECT Summer Research Symposium

156 Educational technology and narrative: The 2016 AECT Summer Research Symposium

157 RTD - Students, The Internet, and e-Learning Technologies

157 Students' Attitudes toward the Internet and Feelings of Connectedness in their Graduate Programs

157 Students' Conceptions of Learning and Adoption of e-Learning Technology

179 RTD -Membership Meeting

204 RTD - Frameworks: Learning Management System Use and Technology Integration

204 Teacher Professional Development and Support for Personalizing Standard-based Education

204 Building a Systemic Evaluation Framework to Track Longitudinal Impacts of a Statewide Technology Integration Project

204 Information Evaluation Behavior Scale: Validation Study with Non-science Majors

205 RTD - Learner-Centered Pedagogies

205 Parent-Child Co-Play and Associations With the Parent-Child Relationship: A Study in China

205 Project-based Learning (PBL) in a college technology integration course: what worked?

206 RTD -- Early Career and Senior Scholar Invited Presentations

207 RTD - Roundtables Session 1

207 RTD: Exploring Case-based Assessment: A Conceptual Framework for Assessing Medical Students' Diagnostic Reasoning Abilities

207 RTD: How do teaching, cognitive and social presence relate to intrinsic and extraneous loads in a fully online learning experience?

207 RTD: Opportunities and Challenges with Digital Badges

207 RTD: Participating from Near and Far: Analyzing Online Graduate Learning Communities with Social Network Analysis

231 RTD - Online Instruction: Electronic Diaries and Conversational Language

231 Personalization: The Effects of Conversational Language in Text-Based Online Instruction

231 Using Electronic Diaries for Data Collection: An Online Learning Case Study

232 RTD - Roundtables Session 2

232 RTD: Barriers to Computer Science Education in Rural Schools

232 RTD: Enhancing understanding of participants' thinking about technology using Personal Construct Theory

232 RTD: Self-Regulation and Smartphone Addiction: A study on Taiwanese College Students

252 RTD - Public Data Mining Methods, Ethics, & Legalities

252 Public Data Mining Methods, Ethics, & Legalities

286 RTD - Animated Pedagogical Agents

286 Children's Choice of Pedagogical Agents

286 The Impact of Pedagogical Agent Persona on Learning: A Path Analysis Approach

287 RTD - STEM Education

287 Promoting Exchange Students' Success in College Stem Courses

287 Validation of the S-STEM survey: Conditions under a middle school robotics initiative

313 RTD - Digital Video Games and Learning

313 How to identify a video game that improves attentional capabilities: An exploratory Action Video Game Characteristics Instrument

313 Student Authored Digital Games as Authentic Learning Tools: Using the Can You Create a Game Framework in Elementary Classrooms

314 RTD - Inquiry and Case-Based Learning

314 Exploring Veterinary Students' Learning Experience of a Failure-driven Case-based Learning Module for Promoting Problem-solving Skills

314 Identifying Peer Scaffolding Types and Interaction Patterns in Inquiry-based Learning

338 RTD - Online Instruction: Social Presence and Geriatric Learners

338 Using Online Instruction to Build Confidence and Save Lives

338 The Great Social Presence Debate: What is it? How to create it?

339 RTD - Technology-Rich Learning

339 K-12 Teacher Perceptions and Technology Pedagogical Knowledge (TPK) in a Blended Learning Environment

339 The effectiveness of the flipped classroom: A meta-analysis of the empirical literature

340 RTD - Roundtables Session 1

340 RTD: 2016 review and update of the journal TechTrends

340 RTD: Robotics Club Coaches' Efforts in Recruiting, Engaging, and Retaining Female Students: A Case Study

340 RTD: Students' perceived effects of worked examples on facilitating online peer review process

359 RTD - Posters Session 2

359 RTD: A case study of examining the potential of Three-phase needs assessment model for use in Saudi context

359 RTD: An Analysis of Anti-bullying Websites: Setting the Evaluation Criteria and Coding Specifications

359 RTD: Digging Deeper: Assessing Student Understanding using Rule-Based, Transaction-level Data

359 RTD: Don't Gamble With Technology Education and Young Children

cancelled

359 RTD: Social-Media Use among Military-Connected Students in Student-Led High School Programs: A Multi-Case Study

359 RTD: Understanding Attrition among English as Foreign Language Teachers in Online Training

360 RTD - Learning Analytics and MOOCs

360 Understanding student learning in MOOC: A data mining approach

361 RTD - Social Media and Learning

361 Using Twitter or Paper? - supporting peer instruction in a teacher education classroom

361 Learning with Social Media: Information Assessment and Content Creation

362 RTD - Roundtables Session 2

362 RTD: Design for Incidental Learning Using Multimedia Principles

362 RTD: Instructional Methods for Online Writing Courses: A Case Study

362 RTD: The Profile of an On-Campus Student Who Takes Online Courses

385 RTD - Posters Session 3

385 RTD: Characteristics of Second Submission Learners at the Transaction and Knowledge Component Levels

385 RTD: [NR]Collaborative Knowledge Building through Multiple Representations in a Computer Supported Collaborative Learning Environment

385 RTD: Development of Professional Self-Efficacy in Novice Instructional Designers through Collaborative Learning Experiences

385 RTD: Dialogic Learning and Self-Explanation in Classrooms Implementing Worked Example Instruction

with Interactive Whiteboard Technology

385 RTD: Middle School Students Perceptions of Using Games in the Classroom

385 RTD: Using Social Network Analysis to Investigate Student Social Presence Through Blogging Activities in an Online Course

387 RTD - Ethics and Leadership in Education

387 Barriers to Developing Empathic Ability: Gender Inclusivity in Technology Education

387 Having Agency in Conditions That Are Not Equitable: An Examination of Donors Choose Data

388 RTD - Precedent, Emotions, and Instructional Design

388 Eliciting precedent in Instructional Design: The case of Bonne Chance

388 Tacit Commitments: Unpacking Conceptual Variance in the Study of Emotions in Andragogy

389 RTD - Roundtables Session 3

389 RTD: A Theory-Based Design Model for Game-Based Science Inquiry

389 RTD: Examining the Importance of Community in Online Programs: The Faculty Perspective

389 RTD: Putting Developmental Research into Practice

389 RTD: The Impact of Repeat Enrollment and Student Location on Withdrawal Rates in Online Math Courses

School Media & Technology

022 SMT -Board of Directors Meeting

043 SMT - Collaborative Sensemaking: From Web Searches to Social Tagging in High School Settings

043 Social Tagging as a Support for Collaborative Sensemaking in High School Science

065 SMT - Creativity and Narrative Media in K-12 Classrooms (Tue/Wed)

065 Creating Videos in the Classroom: Crafting Understandings of What it Means to Persuade

065 Exploring the Use of Little Story Creator App for Developing Elementary School Students' Technology Literacy

081 SMT - Gaming the System: From Learning Spaces to Nutritional Knowledge

081 It's Game Time!: Viewing Video Games as Indigenous Learning Spaces for Adolescent Boys

081 The Effects of Educational Video Games on Secondary Students' Nutritional Beliefs and Knowledge

102 SMT - Kids as Complex Thinkers: Next Steps for Coding in K-12 Schools

102 Kids As Complex Thinkers: Next Steps for Coding in K-12 Schools

103 SMT - Trends, Issues, and Avenues for Enhancing School Library Media Preparation Programs

103 The Changing Realities of Preparing the School Library Media Specialist: A Needs Analysis

103 Leveraging Learning Analytics to Enhance School Library Media Programs

127 SMT - The Use of Osmo Tangram and Tangram Manipulatives in a Math Coursse of an Elementary School

127 The Use of Osmo Tangram and Tangram Manipulatives in a Math Course of an Elementary School: An Exploratory Study

159 SMT - Interactive Whiteboards in the Classroom: Then, Now, and Beyond

159 The lived experiences of high school teachers with different subject matters pertaining to the use of Interactive Whiteboard (IWB): A phenomenological study

159 Effective Use of Interactive Whiteboard in Classroom: What Has Changed and What Should We Change?

181 SMT - Beyond Boundaries: From Open Textbooks to Teaching Global Perspectives Through Simulations

181 Open Textbook Quality and Adaptation in K-12

181 Promoting Students' Global Perspectives: A Simulation of Political and Economic Development for the Classroom

189 SMT -Lunch (Sid's Cafe)

209 SMT -Membership Meeting

234 SMT - From Access to Creative Applications: Issues of Technology Integration in K-12 Settings

234 Technology Integration Strategies for Teachers Faced With Limited Access to Technology

234 Instructional Technologist in K-12 Settings

254 SMT - Digital Resources, Technology Integration, and Data Trends in School Libraries

254 A Systematic Review of a Decade of Digital Resources and Technology Integration Research in the Field of School Library Media

254 Data-Based Trends in School Libraries

289 SMT - Comics and Comic Media as a Creative Tool to Teach Critical Skills

289 Comics and Comic Media as a Creative Tool to Teach Critical Skills: A Descriptive Case Study with implications for P-12 and Postsecondary Instruction

290 SMT - Immersive Digital Art Experiences for Art Curation

290 Immersive digital art experiences for art curation

316 SMT - Creating a Customizable Differentiated, Classroom Environment

316 Creating a Customizable Differentiated, Classroom Environment

342 SMT - Perspectives on ICT Integration in Schools

342 A Multi-Dimensional Perspective On ICT Integration: A Case Study

342 A Content Analysis of ICT Integration in Education: Then and Now

362 SMT - Roundtables Session 2

362 SMT: A Creative Way to Build Confidence and Preparedness for Face-to-Face Interviews: An Online Interview Simulation

362 SMT: Adaptive Learning in K-12 Math Education

362 SMT: Partnering Pedagogy: Students Are Technology Leaders In Our Schools, But Do They Have a Voice?

362 SMT: Trends and Issues in Instructional Technology and School Library Media Educator Preparation Programs

364 SMT - Perspectives on K-12 Online and Blended Courses and Providers

364 Evaluation and Approval Constructs For K-12 Online and Blended Courses and Providers

364 Cases of Quality: Case Studies of the Approval and Evaluation of K-12 Online and Blended Providers

389 SMT - Roundtables Session 3

389 SMT: A Cross-cultural Study of Developing Students' Scientific Argumentation Skills in a Computer-assisted Project-based Learning Environment

389 SMT: Outdated Technologies: Interactive Whiteboards in Schools

389 SMT: Teaching digital literacy: A literature review

389 SMT: The Effects of Elementary School Teachers' Experience with the Use of Technology, Computer Self-Efficacy, and Computer Anxiety towards Use of Instructional Technology in the Classroom

391 SMT - Teachers and Technology: Untilzing Resources to Improve Practice

391 Standards Based Grading and the Digital Student Portfolio

391 Intersection of Knowledge, Confidence, Belief, and Support for Technology Use By Teachers

SICET (Society of International Chinese in Educational Technology)

158 SICET - Community of Practice, Technology for Communication

158 Communities of practice with International Participants: Using synchronous technology to facilitate learning.

158 Technology for Communication in College Student's Learning

180 SICET - Student Engagement

180 Gamification and Students' Engagement in Curriculum-Based Measurement

180 Video that matters: Enhancing student engagement through interactive video-centric program in online courses

208 SICET - Assessment & Evaluation

208 Design and Development of an Assessment Tool for Faculty Development in Blended Learning

233 SICET - Inquiry-based Learning & Learning Experience

233 A Case Study of Fostering Microblogging-Based Professional Learning

233 Emerging Technologies for College Students' Inquiry-based Learning

233 Technology for Inquiry, Expression, Construction, & Communication in College Student's Learning in the 21st Century

251 SICET - Poster Session 3

251 SICET: Does Multitasking with ICT Affect Academic Performance? A Study of the ICT Ownership, Multitasking Activities and Academic Performance in Taiwan

251 SICET: Research on Facilitating Teachers' Professional Development via Experts into Classrooms Project

251 SICET: Technology for Expression in College Student's Learning

251 SICET: [NR]Using SCIT Based Formative Assessment to Improve the Performance of e-Correcting about Ill-structured homework: A Case Study

253 SICET - Roundtable Session 3

253 SICET: Design-based Research: The reconciliation between the Experimental Intervention and the Theory-Driven Design

253 SICET: [NR]The review of MOOC in America in 2015

253 SICET: Technology for Construction in College Student's Learning

288 SICET - Active Learning & Social Presence

288 Turning passive watching to active learning: Engaging online learners through interactive video assessment tools

288 [NR]How to Use UML to Design Digital Learning System

288 Social Presence in Distance Education: A Meta Analysis Study

315 SICET Affiliate Keynotes

315 Surveying Current Status of Online and Blended Learning in Chinese Universities

315 Promote Active Learning with the Flipped Model

341 SICET - Technology in K-12 Education

341 Measuring Students' Academic Emotional Engagement through ICT-supported learning for Secondary students in China

341 Propose a Cloud-Based Framework of Learning Analytics for K-12 MOOCs in China

363 SICET - Big Data Related to Teaching and Learning

363 Big Data Ethics of Learning Analytics

363 Exploring the Issues and Impacts of Information Security and Privacy for College Students in the Age of Big Data and Cloud Computing

390 SICET -Membership Meeting

Teacher Education

017 TED -Board of Directors Meeting

044 TED - Exploring the Research on Pre-Service Teachers and Technology

044 Are We Making a Dent? Preservice Teachers' Perceptions of Web 2.0 Tools in their Future Practice

044 Technology Integration Matrix: Benefits to the Pre-Service Educator

045 TED Panel: Every Student Succeeds Act (ESSA) and teacher education: Time to panic or think creatively?

045 Every Student Succeeds Act (ESSA) and teacher education: Time to panic or think creatively?

066 TED - Creative Strategies for Preparing Pre-service Teachers

066 Teachers as Makers: Preparing Pre-service Teachers for Makerspace Communities in PK-12 Education Using Participatory Learning

066 Learning by design in teacher education: Using open educational resources for STEM lesson design

067 TED Panel: Busting the Myths of Educational Technology: Embracing our Agency

067 Busting the Myths of Educational Technology: Embracing our Agency

082 TED - Building Teacher Reflective Practice through Technology

082 Promoting Reflective Practice in Teacher Education: Technology-Enhanced Case-Based Instruction

082 Utilizing Mobile Learning Environments to Cultivate Student-Teachers' Reflective Practice

083 TED Panel: The Path to Open: Open Educational Resources in K-12 and the Impact on Teacher Education

083 The Path to Open: Open Educational Resources in K-12 and the Impact on Teacher Education

106 TED - Pecha Kucha: Technology in Teacher Education

106 Diving Into Deeper Learning: Meeting Teachers at Their Tech Integration Level

106 Mobile Technology for Students and Faculty: A Pecha Kucha

106 Supporting Teacher Candidates: Practical Solutions for edTPA Video Success

107 TED - Teacher Professional Development: Materials and Strategies

107 Survey of Teacher Educators on Professional Development Materials Used for Technology Integration Training

107 What Teachers' Say Works and What They Learned from Participating in a Professional Learning MOOC

130 TED - Building Authentic Learning Opportunities for Pre-Service Teachers

130 Benefits and Project Management Issues for Service-Learning in Technology Integration Preparation: Lesson Learned from Instructors

130 Walking the student centered line

131 TED - Research in Teacher Education

131 An Intercultural Virtual Collaboration Project: Its Impacts and Facilitation Strategies

131 Developing a Free and Easy-to-use Attendance Tracking Application with Innovative Technologies: A Design-based Research

131 The Effect of Motivational and Presage Variables on Teachers' TPACK in the Context of Technology Professional Development

162 TED - Creativity and Teacher Education

162 The Value of Conformity and Creativity in Educator Ethics

162 What does it mean to be creative in teacher education programs in Western Canada? A phenomenological study

163 TED - Preparing Pre-Service Teachers for the Classroom

163 Integrating Educational Technology and Media into Pre-service Teachers' Preparation in Rural United States

163 Standardizing Pre-Service Teacher Preparation for Instructional Data-Driven Decision Making

163 The Influence of the Teaching Practicum on Pre-service Teachers' Perceptions of Good Teaching

183 TED - Pre-Service Teachers and Technology Integration

183 Measuring Technology Skills and Self-Efficacy for Technology Integration in Pre-service Teachers

184 TED Panel: Supporting and Evolving an Educational/ Instructional Master's Program in the Current Climate:

Challenges, Opportunities, and Strategies

184 Supporting and Evolving an Educational/Instructional Master's Program in the Current Climate: Challenges, Opportunities, and Strategies

202 TED - Posters Session 1

202 TED: Augmented Reality Prompts for Student-Led Parent Conference

202 TED: How Do Teachers Design Educational Computer Games for Their Own Students?

202 TED: Teaching SuperHeroes to a Home-Schooled Child with ASD: A Case Study

207 TED - Roundtables Session 1

207 TED: A Beginning Elementary Teacher's Technology Integration Practice in a Technology-Rich School

207 TED: A Study of an Autobiographical Inquiry to Support Teacher Candidates Professional Identity

207 TED: A Teacher Professional Development Framework for Game-Based Learning

207 TED: Creative Curriculum and Technology Integration in Child Development Centers

212 TED - Integrating Technology and Media Literacy in the Classroom

212 Educational Technology use Among K-12 Teachers: What technologies are available and what barriers are present?

212 Investigating Teachers' Intentions to Integrate Digital Literacy in K-12 Classroom

213 TED Panel: Making Makers: Preparing Teachers to Engage in the Maker Movement

213 Making Makers: Preparing Teachers to Engage in the Maker Movement

237 TED -Membership Meeting

253 TED - Roundtables Session 3

253 TED: Ethical Decision-Making: A Mental Model of What's in It For Me?

253 TED: In Search of a Computer Science Teacher: Expectations of Today's Job Market

253 TED: Using Stackable Certificates and Badging in Support of Counter-acting the growing Teacher shortage.

257 TED - Creative Teacher, Creative Teaching: Identifying indicators and inspiration for professional innovation in the teaching environment

257 Creative Teacher, Creative Teaching: Identifying indicators and inspiration for professional innovation in the teaching environment

258 TED - Supporting Elementary Teachers in STEM

258 Supporting Elementary Teachers' Integration of Computing and Engineering into their Teaching.

258 The Relationships between Professional Development for Elementary Teachers and Student Achievement in Science

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