

## Tuesday, April 21

	STEW 214	STEW 302/306	STEW 313	STEW 314	STEW 318	STEW 320
8:30 - 9:30	Registration					
9:30 - 11:00	(STEW 218) Welcome message and keynote presentation: <a href="#">Sarah Robbins</a>					
11:15 - 12:00			<a href="#">It's Del.icio.us!</a>	Using Student Peer Feedback in Online Discussions	Open Source Assessment Tools Meeting the Needs of Science Majors	Teaching Engineering Design Principles via a Serious Game Format
	(STEW 302/306) Break for lunch					
1:00 - 1:45		Vendor sessions		Echo360		
2:00 - 2:45			Using Concept Mapping to Strengthen Integrative Thinking and Practice	Effect of Peer-Interaction Strategies in Blogs on Students' Deep Learning	Simulations in the Physics Laboratory: Is VPython Valuable?	Interactive Media to Impact: Results of a TLT Grant
3:00 - 3:45			Using Technology to Evolve Cooperative Learning Environment for Distant Education Courses	Asynchronous Audio Feedback: Techniques, Strategic Implementation and Research	"Clickers" and Course Evaluations: Effects of Instructor Explanation and Adaptation	Hybrid Content Delivery: On-Demand Lecture Videos and Interactive Laboratories
4:00 - 4:45			Online Spanish Tutor (OST): A Self-Assessed Pronunciation Primer with Biofeedback	Demystifying Invisible Processes Using Mediated Feedback	iFolio: Electronic Portfolios at the University of Iowa	What makes one-to-one computing projects work: a longitudinal study
6:00 - 9:00	(STEW 218) International Network of Students Investigating Technologies for Education (INSITE)					

## Wednesday, April 22

	STEW 218	STEW 302/306	STEW 313	STEW 314	STEW 318	STEW 320
8:30 - 9:45	(STEW 218) Featured speaker: <a href="#">Ed Gehringer</a>					
10:00 - 10:45			Web 2.0: Letting "Users Add Value" to On-line Learning	Visible Effort	cgCentral: A Course Simulation Application Built with Adobe AIR	Creating the Perfect Practice Field with iFARM
11:00 - 11:45			Building Online Library Tutorials for Biology Students—A Collaborative Initiative	Social Annotation Modeling Learning System- Improving Student Learning and Performance	Dude, Where's my Prof? Establishing Presence in the Online Classroom	Building Fantastic Installations, Exhibits, Showcases, and Posters in Second Life
Break for lunch						
1:00 - 1:45		Vendor sessions	Teaching Over the Wire: Using Adobe Connect Meeting's New Features	Distance Education Incentive Awards Program Showcase	Innovative Use of Adobe Connect to Provide Interpreting	Building Your Institution's Presence in Second Life
2:00 - 2:45			Facilitating Creative Collaboration in the Arts with Social Software	Auditory and Visual Assessment Preferred by Learners	Blogs, Landscape, Narrative: Blogging to link Ecoliterature and Experiential Learning	Game Design as a Compelling Experience
3:00 - 3:45			Web Based Video conferencing systems in classroom teaching	Using Adobe Acrobat to Enhance Immediacy and Instructor Feedback	Pocket PC and Simulation Partnered to Enhance Nursing Education	Best Practices for Adobe Connect Meeting: Ingredients for the Best Online Meeting Experience

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## Keynote Speaker

### Sarah "Intellagirl" Robbins

Sarah "Intellagirl" Robbins-Bell is a PhD candidate at Ball State University in Muncie, Indiana. Sarah is a higher education consultant helping colleges and universities integrate Web 2.0 technologies meaningfully into pedagogy. She is the coauthor of *Seco Second Life for Dummies* and has published many articles related to practical integration of new technologies to increase student engagement and community building. Sarah also consults with Kelley Executive Partners at Indiana University. Her work has been featured in the New York Times, USA Today, and the Chronicle of Higher Education. Links to Sarah's work, videos, and blogs can be found at [www.intellagirl.com](http://www.intellagirl.com)



## Featured speaker

### Ed Gehringer

Ed Gehringer has been an associate professor in computer science and computer engineering on the North Carolina State University faculty since 1984. Through his career he developed an interest in student-generated content, and in 2005, began the Expertiza platform project, which resulted in software that helps students develop reusable learning objects through peer review. His ethics in computing Web site is currently Google's top hit for "ethics in computing." It was produced by student projects using the Expertiza system.

The University recognized Prof. Gehringer for his collaborative work with a Gertrude Cox Award. Sloan-C International Conference on Online Learning awarded him with a 2008 Effective Practice Award.

Ed received his Ph.D. in computer sciences from Purdue University in 1979. He was a Fulbright fellow at Monash University in Australia and a research associate and lecturer at Carnegie Mellon University before his post in North Carolina. Other research interests include collaborative programming environments, hardware and software support for memory management, architectures for security, and object technology.

### Expertiza: Peer review and social networking for co-producing learning objects

#### Summary:

Attendees will learn about "co-production" of course materials--where students assist faculty in updating and improving the course. They will see how various forms of peer review can be used to establish that students have competently completed their work and assessed their peers. They will appreciate how recognition of student achievements can motivate students to contribute their efforts to the betterment of the class.

#### Description:

Expertiza is a Web-based system for "co-production" of learning materials. As part of their homework in a class, students do projects that help update or improve the course. For example, they might research new developments related to a specific lecture in the course and write a hyperlinked summary. They might devise an active-learning exercise that could be used during a class session. Or they might make up questions that could be used on future homework or tests. All of these have been produced successively with Expertiza; we will summarize the results.

The Expertiza application supports individual or team submissions. For team projects, any team member can submit on behalf of the team. Submissions can be in the form of files, URLs, or wiki pages. Individual students can be assigned to review teams. Authors can give feedback to reviewers during the review period. There can be multiple rounds of review, allowing teams to update their submissions in accordance with the feedback that they have received from their reviewers. After the assignment is over, students fill out a questionnaire on their teammates' contributions. All feedback in Expertiza is based on rubrics.

At any time, the instructor can view a report showing all these kinds of feedback: Reviews by individual students of teams' work; feedback from the team members on the reviews of their work; and, at the end of the assignment, evaluations of teammate contributions. The instructor can "drill down" to view the scores and comments.

Currently, we are adding several social-networking features to Expertiza. Students will be able selectively to make their peer-review ratings visible to other class members and other Expertiza users. We hypothesize that by being able to share their achievements with the class, as well as attempt useful "microtasks" for extra credit, students will become more engaged with the class material and their fellow students. In addition, the course will be improved by the contributions that students will be motivated to create.

# Game Design as a Compelling Experience

## Summary:

At the end of this presentation, the attendees will have learned ways to: - create an effective game design learning environment; - deal with the challenges in game design learning experience; - integrate game design with the subject matter such as language learning. - initiate international collaboration on game design and other learning activities.

## Description:

Game design holds great potentials as a learning medium. However, it does not automatically lead to better learning. The educative values of game design can only be realized when it is appropriately developed according to the pedagogical goals and the characteristics of the learner. The intention of this study was to answer three related questions: (1) what makes a game design learning environment effective; (2) what learning outcomes do students accomplish in the game design process, and (3) why game design makes such kind of learning happen.

As an initial attempt, we created a game design learning experience for our students to achieve three goals: cognitive growth, emotional engagement, and self-discovery. Thirty-six college juniors in the software engineering major from a Chinese university participated in this learning experience, where they designed 47 simple and small-scale games for beginning Chinese Language learners, using authoring tools such as Flash MX and JAVA. The goal of the project was to create functional and engaging games for a 3-D massive online game environment for Chinese language learning. The students worked in small teams of 2 to 4 people. It took 12 weeks to complete the entire design cycle from brainstorming to accomplishing the final products. The students and the instructor decided collaboratively on the team task and each team member's role. Every team made individualized design plans. According to their prior skill structure and their role in the team, each individual student came up with their own personal learning plans to update their skill portfolio. The students were required to keep design journals and submit final reports, in order to facilitate the reflection process. The evaluation was made on the basis of the final products, team collaboration, design journals, and final reports.

We examined the students' learning outcomes, based on the final products (47 functional mini games), students' final report, as well as in-depth interviews. Findings suggested that game design expanded students' perceptive capacity; enhanced their subject-matter understanding, problem-solving skills, meta-learning ability and motivation; and facilitated students' reflection on themselves as well as their environments. Meanwhile, we identified key components of effective game-design learning environments. First, the environment includes clear goals, authentic task and formative evaluation to genuinely engage students. Second, it allows multi-leveled dialogues to polish students' design ideas. Third, it activates reflection trigger to transform students' design experience, via peer competition, writing activity.

This design-for-learning experience has several implications for students, teachers and curriculum designers. The first implication is for students to reconsider the nature of knowledge, learning, and career adaptability. Second, this project implies that teaching is collaborative and reciprocal as much as learning is. Third, the curriculum designers should consider a reasonable way to integrate game design into regular curriculum, in order to foster both creativity and school achievement. Further research is necessary to examine how such design activity is influenced by contextual factors, such as school climate, technology adoption, teaching practice, and students' motivation.

## Wei Qiu

*Doctoral Candidate, Michigan State University*

Wei Qiu is a doctoral candidate in the Program of Educational Psychology and Educational Technology at the College of Education, Michigan State University. She is interested in online learning environment design, comparative education, and language education.

## Yong Zhao

*University Distinguished Professor, Michigan State University*

Dr. Yong Zhao is a University Distinguished Professor of Educational Psychology and Educational Technology at the College of Education, Michigan State University. His research interests include diffusion of innovation, teacher adoption of technology, computer-assisted language learning, globalization and education, and international and comparative education. His articles have appeared in American Educational Research Journal, Teachers College Record and Language Learning and Technology. His most recent publications include What Should Teachers Know about Technology: Perspectives and Practices (IAP, 2003) and Research in Technology and Second Language Education: Developments and Directions (IAP, 2005).

# What makes one-to-one computing projects work: a longitudinal study

## Summary:

By the end of the presentation, the audiences will have gained an understanding of the complicated process of one-to-one computing, how it evolves over time, how it affects teaching and learning, and what conditions are needed to make a one-to-one computing project work. Audiences will also have learned a new perspective to study mobile learning in schools.

## Description:

This longitudinal study took an ecological perspective to examine the evolution of the school dynamics in a middle school with a one-to-one computing project. An ecological perspective suggests that technology use in schools affects and is affected by the technology, users (mainly teachers and students), resources and the school culture, and the dynamics change overtime as these components interact with each other and co-evolve. Specifically, this study investigated as a one-to-one computing program developed from an innovative project to an integral component of every day teaching and learning, what changes had been observed in teachers, students, technology resources, school context, and what factors influenced the implementation of this one-to-one computing project.

Survey and interview data were collected at four time points through four academic years (2003-2007) in a middle school that had a one-to-one laptop project.

Results revealed significant changes in teachers, students, and the school context. Overall, compared with at the beginning of this one-to-one project, teachers' beliefs and attitudes significantly increased, but they felt increasing pressure of using technology; Students also experienced significant changes. They spent more and more time on using laptops, and their technology proficiency significantly increased ( $t = 0.23$ ,  $p < .05$ ,  $ES = 0.34$ ), but their excitement with having their own laptop decreased ( $t = 3.29$ ,  $p < .0001$ ,  $ES = 0.39$ ). The technology resources in this school also experienced changes, including the wearing down of the laptops and some peripheral technologies, personnel change in technology support team, purchasing of new technologies and discarding of some old but more familiar technologies. The changes in the teachers, students, and the school context had significant impact on the implementation of this one-to-one computing project. Interview data not only confirmed the importance of the factors influencing technology integration, but also revealed that they were important in different ways at different stages. The school context was gradually evolving, changing the characteristics of teachers, students, and their technology uses, which further changed the challenges the school faced at different stages. These changes, consequently, required further changes in the conditions to facilitate the continuing implementation of the laptop project. The characteristics of different factors at the early and later stages of the implementation of this one-to-one computing project were summarized and interpreted in this study.

The implementation of a one-to-one computing project is situated in the school context. It affects and is affected by many components in the school system, and the dynamics change overtime. The successful implementation of a ubiquitous computing project depends on not only a working technological infrastructure which ensures that the technology can be used, but more importantly, an effective human infrastructure that supports and facilitates the meaningful use of technology. Specific suggestions for research and successful integration of one-to-one computing projects were provided. For example, to carefully balance long-term and short-term cost of one-to-one computing project; to provide ongoing technology planning; to make accommodations to use technology; and to Study technology use in its context.

## Jing Lei

*Assistant Professor, Syracuse University*

Dr. Jing Lei is an Assistant Professor in the Department of Design, Development and Evaluation in the School of Education at Syracuse University. Dr. Jing Lei's scholarship focuses on how information and communication technology can help prepare a new generation of citizens for a globalizing and digitizing world. Specifically, her research interests include technology integration in schools, social-cultural and psychological impact of technology, technology in informal learning settings, emerging technologies for education, and technology supported subject learning. Her recent publications include *The Digital Pencil: One-to-One Computing for Children* (2008, Lawrence Erlbaum Associates publishers).

# Facilitating Creative Collaboration in the Arts with Social Software

## Summary:

At the end of this presentation, attendees will take away new methods of employing social software in creative/performing arts curricula, and be inspired to rethink both pedagogy and artistry.

## Description:

To a great extent, faculty who teach applications of computer-based creative artistry (text, video, music, still graphics) rely on paradigms of pedagogy developed long before the information age. Students may be seated in a cutting-edge learning space, but often do their creative work in solitude.

Social software, including online forums, wikis and blogs, presents enormous potential for artistic collaboration; however, using these tools to facilitate collaboration requires rethinking our pedagogy and our artistry alike. The YouTube Symphony Orchestra project ([http://www.google.com/hostednews/afp/article/ALeqM5gNL512KbEmrHx5T\\_BGWvtl5XspjQ](http://www.google.com/hostednews/afp/article/ALeqM5gNL512KbEmrHx5T_BGWvtl5XspjQ)) is an example of how social software can bring artists together on a global scale. This kind of collaboration can easily be scaled down to a single classroom, and adapted to a wide array of creative and performing arts.

This presentation will explore concrete examples from my own classroom and others, to show social software's potential for teaching and learning in the arts, as well as the ways that pedagogy and even artistry itself can be rethought in an engaging way for students.

## Veronica Pejril

*Instructional Technologist/Coordinator, Music Instructional Technology Center/Instructor of Music, DePauw University*

Veronica is an instructional technologist at DePauw University where she also teaches courses in computer-based musicmaking. A composer and jazz pianist, Veronica is always on the lookout for creative applications of technology in arts education. She believes that immersion in new media can be inspirational, and firmly believes in Charlie Parker's quote: "If you don't live it, it won't come out your horn." Pleased to be known as a geek-girl, Veronica is a blogger and a parent of twin sons who complete a jazz trio on bass and drums.

# Auditory and Visual Assessment Preferred by Learners

## Summary:

Participants will examine data obtained from students as to their preference for different types of assessment provided by faculty (i.e., written feedback, oral feedback, oral and visual feedback, etc.). Participants will view examples of auditory/visual assessment and discuss research findings.

## Description:

Faculty can provide students with valuable formative and summative feedback by adding auditory and visual component to assessment. This creates a value added learning environment. The use of video and audio assessment, coupled with traditional written feedback, works well in the traditional and online classroom environments. As a matter of fact, it's the students' preference.

Providing effective assessment with appropriate feedback to e-learners has traditionally been a challenge, particularly if the assessment process is designed to augment and reinforce learning. For rich feedback and meaningful assessment to occur, information must be presented in an engaging manner to serve both formative and summative pedagogical needs of the students. While the use of video and audio assessment, coupled with traditional written feedback, works well in the traditional classroom environment, it is particularly well-suited to students learning from a distance.

Online auditory/voice tools such as Adobe Connect Profession (Breeze), Camtasia/Captivate, Jing, etc. have transformed online education by creating an interactive bridge among students and instructors (Wilkinson, Crews, and Hemby, 2005). Through the use of these tools, instructors can provide meaningful feedback to students through an auditory/visual method and in turn provide appropriate, rich feedback to students. Student note this assessment process seems like individual attention and more like coming to the instructor's office and discussing an assignment.

A study was conducted to determine the preference of business communication students as to the type of assessment provided by instructors (i.e., written feedback, oral feedback, oral and visual feedback, etc.). The data collection survey and results of the study will be shared during the presentation.

## Tena Crews

*Associate Director for Technology Teaching Excellence, University of South Carolina*

Dr. Tena B. Crews is the Associate Director for Technology Teaching Excellence for the Center for Teaching Excellence at the University of South Carolina. She is also an associate professor of Technology Support and Training Management and serves as the Director of Online Learning and Development in the College of Hospitality, Retail and Sport Management. Dr. Crews earned her Ed.D. from the University of Georgia in the area of business education with a minor in management information systems. Dr. Crews focuses her research in the areas of online learning design, development, assessment and andragogy.

## Kelly Wilkinson

*Interim Director for the Center of Instruction, Research, and Technology, Indiana State University*

Dr. Kelly Wilkinson is currently Interim Director for the Center of Instruction, Research, and Technology and associate professor in Business Education, Information and Technology Program in the College of Business at Indiana State University. Dr. Wilkinson earned her Ph.D. from the University of Missouri-Columbia with a focus in business education, career and technical education, and information science. She entered the teaching profession after five years of working in public accountancy and insurance. Dr. Wilkinson's research focuses on end-user computing, pragmatic use of technology for learning, and authentic assessment and technology.

## Using Adobe Acrobat to Enhance Immediacy and Instructor Feedback

### Summary:

At the end of this presentation, attendees will have learned to use the advanced features available in Adobe Acrobat to provide audio and visual feedback on electronically submitted student work. Attendees will also be exposed to some of the benefits of instructor immediacy and audio feedback in distance courses.

### Description:

This spring will be the fourth semester I have taught a distance education course for Purdue University, and during each of these semesters, I found that the majority of the time spent teaching my online course was used providing feedback for my students. Last semester, I began experimenting with a new method of providing feedback: audio annotation.

Using the advanced features of Adobe Acrobat, I have found audio annotation to be particularly effective at both reducing the time it takes to provide student feedback, and increasing the quality and quantity of the feedback.

Students reported feeling more connected to the course when feedback was provided via audio, and anecdotally, they seemed to pay more attention to the feedback delivered via audio than when it was delivered solely via text. A preliminary investigation of the literature surrounding audio feedback in distance education has supported these observations.

This next semester, I plan to expand my use of audio feedback for students using Adobe Acrobat, which provides an easy to use platform for recording and delivering contextually relevant audio feedback for electronically submitted documents.

### Robert Yale

*Graduate Assistant, Purdue University*

Robert Yale is a second-year Ph.D. student in the Department of Communication at Purdue University. He teaches both online and offline undergraduate courses in Communication.

# Using Student Peer Feedback in Online Discussions

## Summary:

As a result of this presentation, attendees will • be able to describe how peer feedback can be used in asynchronous online discussions • be able to identify the benefits and limitations of this approach • view a demonstration of a Blackboard tool for utilizing peer feedback in online discussions • learn how faculty members in different disciplines have utilized this approach

## Description:

Asynchronous online discussions are one of the most widely used instructional activities in online and blended learning environments. In purely online courses, they serve as a stand-in for the dialogue and interchange that are typical of most face-to-face courses, while in blended or hybrid courses they can extend interactions beyond the confines of the classroom to increase students' engagement with the content and with one another. They have been shown to promote learning and contribute to a sense of community among learners.

However, there are challenges associated with creating quality online discussions. For one, if online discussions are to be effective for promoting students' learning, the students must receive regular and consistent feedback about their contributions in order to know how they are doing and how they can improve. Providing this feedback can be labor-intensive and time-consuming for the faculty instructor. One possible solution is for students to provide feedback on the quality of peers' contributions. The use of peer feedback in asynchronous online discussions provides learning opportunities for both the givers and receivers of the feedback while simultaneously easing the demands on instructors.

This session will examine the use of peer feedback in asynchronous online discussions, including benefits, limitations, and tips for faculty members interested in utilizing this approach in their own courses. The presenters are part of a team of researchers that is investigating peer feedback in online discussions in a project supported by the Fund for the Improvement of Post-Secondary Education. To date, the project has studied the integration of online discussions with peer feedback in large undergraduate courses in both engineering and education over a period of two years. The project is currently investigating the expansion of this approach to courses in other disciplines including English, audiology, and veterinary medicine.

Results to date suggest that students with little prior experience with this approach can quickly learn how to participate in online discussions with peer feedback. A tool for providing peer feedback in online discussions in Blackboard will be demonstrated. Findings suggest that faculty and students perceive advantages and limitations to this approach. Faculty members who have had experience conducting online discussions with peer feedback will share their perspectives and advice for others who might be interested in trying this approach.

## James Lehman

*Professor and Head, Purdue University*

James D. Lehman is Professor of Educational Technology and Head of the Department of Curriculum and Instruction in the College of Education at Purdue University. He teaches classes on the educational applications of computers, interactive multimedia, and distance learning. His research interests include interactive multimedia design and technology-mediated distance learning. He is a co-author of the book *Educational Technology for Teaching and Learning* and has written numerous articles about the uses of technology in education.

## Jennifer Richardson

*Associate Professor of Educational Technology, Purdue University*

Jennifer Richardson is Associate Professor of Educational Technology in the College of Education at Purdue University. She teaches classes on the classroom integration of technology, hypermedia, and distance learning. Her research focuses on online learning and factors that influence learning online. She is Co-PI of a FIPSE grant project entitled, "Increasing Access to Quality Learning through Effective Use of Peer Feedback in Online Discussions."

## Peggy Ertmer

*Professor of Educational Technology, Purdue University*

Peg Ertmer is Professor of Educational Technology in the College of Education at Purdue University. She teaches classes on foundations of educational technology and instructional design. Her research focuses on student-centered learning and instructional strategies such as case-based and problem-centered learning. She is Co-PI of a FIPSE grant project entitled, "Increasing Access to Quality Learning through Effective Use of Peer Feedback in Online Discussions."

# Effect of Peer-Interaction Strategies in Blogs on Students' Deep Learning

## Summary:

This session presents design and findings of two research studies that examined the effect of various peer interaction strategies in blogs on students' deep learning processes. At the end of this presentation, attendees will be able to identify the effects of peer feedback in blogs on students' deep learning and use new methods of facilitating peer interactions in blogs.

## Description:

Deep learning, a higher-order cognitive learning process, refers to a learner's purposeful and conscious manipulation of ideas toward meaningful learning. Strategies such as journaling/blogging and peer feedback have been found to promote deep thinking and learning. This presentation will report two studies conducted to investigate the effects of various peer-interaction strategies on blogs on students' deep learning.

The first study (Xie, Ke, & Sharma, 2008) used an empirical design to investigate the interaction effects of paired peer feedback and blogging on college students' reflective thinking skills and their learning approaches. Forty-four first- and second-year undergraduate students participated in the study. The control group blogged for one semester without peer or instructor input. For the treatment group, students kept blogs and responded to their paired peer's blogs. The findings suggested that students' reflective thinking level increased significantly over time; however, peer feedback was found to negatively affect students' reflective thinking skills.

In this first study, the students in the treatment group were paired. There seemed to be a reciprocal adverse effect on their attitude toward reflection from peers. It was found that if one of the pair didn't demonstrate higher level of reflective thinking in their journals, it was very likely that the other would not engage in higher level of reflective thinking either. Additionally, a closer look at the peer feedback in the first study revealed that students did not engage in meaningful or constructive feedback activity due to the lack of moderation. As previous researchers (Slavin, 1995) pointed out, peer feedback on journaling should be constantly moderated to reduce off-track and passive behaviors in interactive discourse.

In order to reduce the reciprocal adverse effect, a second study was designed where students were put into 4-5 member groups in their blogging exercises. Additionally, in the second study, students' blogs and peer feedbacks received constant moderation from the instructor. Thirty-four students in two sessions of the same class taught by the same instructor blogged for 10 weeks. We used a quasi-experimental design to examine the effect of peer-interaction styles on their online participation and learning. In the first session (17 students), the "starters" of each week's blog (Hara, Bonk, Angeli, 2000) introduced two alternative views with articles about a concurrent topic, posted a few questions and the rest of the group responded to the questions. In contrast, the "starters" in the second session find a topic of his/her interest, wrote a blog post and the rest of the team commented on the post. Preliminary analysis revealed that different peer-interaction styles influenced the quality of peer feedback. Detailed results will be presented at the presentation.

## Ying Xie

*Admin Faculty, George Mason University*

Ying Xie, Ph.D.: Her research interest includes the design of cognitive tools and constructivist's learning environment for facilitating and encouraging students' deep learning and thinking process.

## Fengfeng Ke

*Assistant Professor, University of New Mexico*

Fengfeng Ke, Ph.D.: Her current research focuses on computer-supported collaborative learning and game-based learning environment design.

## Priya Sharma

*Associate Professor, Penn State University*

Priya Sharma, Ph.D.: Her research focuses on examining reflective and conversational learning practices of learners, specifically in online environments. Recent research projects include studies of blogging and concept mapping for externalizing thinking, examinations of discourse, interaction, reflection, and learning within online sports fantasy games environments, and critical analyses of the design and theoretical underpinnings of constructivist learning environments.

## Interactive Media to Impact: Results of a TLT Grant

### Summary:

- Learn about the unique attributes of ADHD learning and its relationship to spatial functioning - Learn about the interactive media that developed to assist ADHD students in learning geometry - Find out about the results of the associated study

### Description:

Kang and Mohler received a TLT Instructional Development Grant. The materials developed as part of the project were specifically aimed at students with attentional deficiencies. The developed materials were tested within a K-12 classroom to determine their impact on learners. The authors hypothesized that the use of computer generated training as a method of assistive technology to enhance spatial ability would be beneficial for students with ADHD. To provide evidence toward this theory, the authors recruited seventh grade students with ADHD from local schools. The study assessed student responses to two different computer generated training sessions – static and dynamic conditions. Both conditions included the same text, but differed in dynamic condition; the graphics that are associated with dynamic instruction were animated (moving), whereas the static condition included graphics that were fixed. Preliminary findings and educational implications are discussed in the following contribution.

### Helen Kang

*Graduate Student, Purdue University*

Helen Kang is a Ph.D student in the College of Technology, specialized in computer graphics and special education. Helen's research area includes the use of applied graphics in instructional technology for children, children with disabilities as it relates to learning, visual perception and cognitive psychology. She was accepted and presented her papers at the Annual Graduate Research Conference and the International Conference on Interaction Design and Children in Aalborg, Denmark. Helen was also part of various internships and projects (e.g. Development of Stuttering for Kids by Kids DVD for Stuttering Foundation of America). Helen has been a graduate teaching assistant for various CGT courses at Purdue University for the past 3 years. She assisted Prof. Burton with CGT 112, the Fundamental Sketching for Visualization and Communication course for 4 consecutive semesters. Last fall Helen assisted Dr. Mohler with CGT 211, Raster Imaging for Computer Graphics and currently she is a teaching assistant for the senior design course, CGT 411. Helen has received the 2007 Outstanding Teaching Assistant Award for the College of Technology and SIGGRAPH Graduate Teaching Assistant of the Year.

### James Mohler

*Professor, Purdue University*

James L. Mohler is Assistant Department Head and an Professor in the Department of Computer Graphics Technology at Purdue University. Dr. Mohler is a Purdue University Faculty Scholar, a faculty fellow for the Discovery Learning Center and the Envision Center for Perceptualization, and is a member of the Purdue University Teaching Academy. Dr. Mohler has authored, co-authored, or contributed to over a 21 texts and 52 articles related to computer graphics education and multimedia development. James is a member of ACM, ACM SIGGRAPH, and ASEE. He was the Educators Program Chair for the SIGGRAPH 2002 conference and actively participates on the ACM SIGGRAPH Education Committee. He also served as the SIGGRAPH 2005 Conference Chair. Dr. Mohler has worked with companies such as AutoDesk, Bethlehem Steel Corporation, Caterpillar, Cummins Engine Company, Electronic Arts, Fairfield Manufacturing Company, GM Powertrain, McGraw-Hill Publishers, Macmillan Computer Publishing, Purdue University, Rockwell Automation, and State Farm Insurance.

# Open Source Assessment Tools Meeting the Needs of Science Majors

## Summary:

At the end of my presentation, attendees will know more about the capabilities of the assessment tools of LON-CAPA, an open source course management system (CMS). They will also see how these online tools are more appropriate for science classes than what's available in the Blackboard CMS, and how we use LON-CAPA in conjunction with Blackboard.

## Description:

Disappointed with the assessment tools in the Blackboard CMS, I searched for online assessment tools that would better meet my needs teaching a beginning biology major's class. My search led me to LON-CAPA that I have been using for the past two years (along with Blackboard). Throughout this time I've been discovering more about the power of LON-CAPA assessment tools, especially for science classes.

What makes LON-CAPA assessment tools so powerful is they can generate "individualized" problems and questions. Simply put, for each "individualized" quantitative or qualitative problem, each student will get a slightly different computer-generated problem or question to answer. The striking change we've witnessed is that students no longer are asking, "What's the answer to problem or question so-and-so," instead students are asking, "How do I solve problem or answer question so-and-so." Better yet, I'm not spending time, nor my teaching staff's time, hand grading these problems and questions. Instead, we are spending more time helping students understand how to solve and answer questions.

I will be demonstrating LON-CAPA assessment tools so attendees can see their capabilities. I will also describe the initiative my department has undertaken to make it possible for more of our faculty to use the LON-CAPA assessment tools in their classes, and how ITaP is working toward making it possible for any faculty at Purdue University to use them, too.

## Laurie Iten

*Associate Professor, Purdue University*

Faculty member in Purdue's Department of Biological Sciences who enjoys using online technology that helps her students learn, and helps her teach.

# Asynchronous Audio Feedback: Techniques, Strategic Implementation and Research

## Summary:

The session will introduce participants to an overview of the techniques and research related to asynchronous audio feedback, including foundational work underlying the techniques development. A review of the research and new initiatives will occur, including and Q&A with the techniques developer.

## Description:

Previous research has demonstrated that participants in online courses can build effective learning communities through text based communication alone. Similarly, it has been demonstrated that instructors for online courses can adequately project immediacy behaviors using text-based communication. However, recent studies have demonstrated that the inclusion of asynchronous audio, select video applications and tablet based input can have a significant positive impact on student satisfaction, formation of learning communities and cognition. This presentation will review three years of research, involving over 2000 higher education students, at 15 institutions in six countries. Participants will be introduced to techniques that have been proven to: 1. be more effective than text-based feedback for conveying nuance, 2. associated with feelings of increased involvement and enhanced learning community interactions, 3. associated with increased retention of content, and 4. produce higher levels of student-instructor engagement. Empirical data from four different studies will be reviewed, with findings contextualized in terms of best practices. Participants will be given the opportunity to discuss how these solutions might be implemented at their institutions, along with possible limitations.

## Phil Ice

*Director of Course Design, Research and Development, American Public University System*

Phil Author is the Director of Course Design, Research and Development at American Public University System. Phil's research is focused on two overlapping areas. The first is the Community of Inquiry Framework, with an emphasis on factors influencing the emergence of Cognitive Presence. The second area of interest is the integration of new and emerging technologies into online learning environments. With respect to this later area, Phil's research focuses on how socially rich technologies impact Teaching and Cognitive Presence. He is the recipient of the 2007 Sloan-C Effective Practice of the Year Award and a member of Adobe's Higher Education Advisory Board.

## Karen Swan

*Stukel Distinguished Professor of Ed Leadership, University of Illinois Springfield*

Karen is the Stukel Distinguished Professor of Ed Leadership at the University of Illinois Springfield. Her research has been focused mainly in the general area of media and learning on which she has published and presented nationally and internationally. Her current research focuses on online learning, ubiquitous computing and data literacy. Karen has authored several hypermedia programs and co-authored two books on media and education. She is a member of the Advisory Board for the Sloan Consortium on Asynchronous Learning Networks, the Special Issues Editor for the Journal of Educational Computing Research, and Editor of the Journal of the Research Center for Educational Technology.

# Hybrid Content Delivery: On-Demand Lecture Videos and Interactive Laboratories

**Summary:**

To understand how technology and personalized assistance improve students' learning experience.

**Description:**

We developed and assessed "hybrid" course contents using on-demand lectures (asynchronous learning) and hands-on laboratories (synchronous learning) for a senior-level course on "Object-Oriented Programming using C++ and Java." The course was offered in the fall semester in 2008. Students' learning styles were assessed at the beginning of the semester. Before the semester ended, a group discussion was held to evaluate the hybrid approach in teaching programming.

**Yung-Hsiang Lu**

*Associate Professor, Electrical and Computer Engineering, Purdue University*

Yung-Hsiang Lu is an associate professor in the School of Electrical and Computer Engineering of Purdue University and (by courtesy) the Department of Computer Science. In 2008, he received Purdue's "Class of 1922 Helping Students Learn Award" (shared with Cordelia M. Brown and David G. Meyer). He obtained Ph.D. from the Department of Electrical Engineering at Stanford University. He is a senior member of the IEEE and the ACM.

# Teaching Engineering Design Principles via a Serious Game Format

## Summary:

At the end of this presentation, attendees will have learned to identify the key components in a system that teaches engineering design in serious game format via a 3D virtual world. The presentation is based upon an active research project (sponsored by the Discovery Learning Center) that is developing an implementation of the AAE251 Introduction to Aerospace Engineering course in serious game format. The game is cast as a corporate simulation in which students interact via avatars and within teams to collaboratively learn fundamentals of aerospace vehicles and design processes, synthesize products, and prepare and deliver reports and technical presentations all within the 3D virtual world. In the Fall 09 term, a portion of students will receive course grades by "playing" the game that will last for an entire semester.

## Description:

We are currently developing a multi-player, online serious game called "AeroQuest" that supports teaching a sophomore-level engineering course offered twice a year at Purdue University. In "AeroQuest," 3D virtual world, students solve series of learning quests designed specifically to teach them the fundamentals of engineering and design of aerospace vehicles. Working as team, these activities help students develop technical skills and communicate ideas in writings and presentations. AeroQuest immerses students in a 3D virtual world that simulates a research-and-development environment in an aerospace firm. As interns in the corporation, students solve design problems individually or by collaborating with others. The 3D design room is rich with resources that support their self-guided inquiry toward solving these quests. After participating in the serious game students will have gained design skills necessary to develop and communicate a conceptual design of aerospace vehicles.

The AAE 251 Introduction to Aerospace Design uses a project-based model of instruction. Students are given a term project to develop a conceptual design of an aircraft to the specification of client. In the traditional AAE 251 (without virtual world), students learn the fundamentals of flight and design through classroom lectures and homework as in most other courses. These students, according to surveys collected in the past four semesters, are satisfied with their gained ability to work on complex systems and the knowledge about the profession of aerospace engineering. However, the same survey also indicates that many students are frustrated that traditional series of lectures does not accommodate the needs for information and knowledge as they engage in their design activities.

We are exploring the use of 3D virtual world because today's young learners are avid consumers of novel technologies that impact how they think, interact with others, interact with information, and develop attitudes toward life and professional goals. In recent years, the use of virtual worlds for education has attracted significant interest among educators. Research in education shows that virtual worlds are conducive to live events that require real-time interaction, such as meetings, conversations, lectures, and presentations. The virtual world gives participants a sense of authentic presence, allowing the player experiences to resemble their traditional learning experiences. Unlike traditional classroom-based courses, a virtual-world makes more authentic corporate environment, stimulating the social interactions between peers as they learn from each other. Having their work environment only a keyboard away, students can schedule meetings more frequently and more freely. The immersion into the 3D virtual world environment combined with the social-network elements of massively-multiplayer game suggests a pedagogical potential.

In this talk, we will present the overview of game development, key learning theories behind game design, representative game plays from the AeroQuest environment, and preliminary analysis of learning data collected from the traditional and game versions of the course.

## Masa Okutsu

*Postdoctoral Researcher, School of Aeronautics and Astronautics, Purdue University*

Dr. Masa Okutsu has received Ph.D. in Aerospace Engineering from Purdue University in 2006. Masa is a co-instructing AAE 251 "Introduction to Aerospace Engineering," and is working with a team that develops the game version of the course.

# iFolio: Electronic Portfolios at the University of Iowa

## Summary:

This presentation will outline how the University of Iowa is building a modular, customized electronic portfolio system to serve the diverse needs of many departments. Departments are able to choose from an array of options to best align with the students' and departmental needs. Students are able to use the iFolio system in a way that fits their disciplinary requirements while departments can mold the system in a way that fits their programmatic goals.

## Description:

The University of Iowa has a wide array of clients with diverse needs and goals. iFolio is a modular system electronic portfolio system that we believe will be able to scale to include new clients.

- The underlying technology is already in use by a major University project, making connections between the two potentially easier and increasing the number of developers with skills in that platform.
- iFolio has been designed to minimize the barriers to entry for students and departments alike. Students will find the interface to be very intuitive, and we have enlisted help from visual designers to keep the design as clean and clear as possible.

## Goals:

- Students reflect on their learning
- Ensure student success within the discipline
- Align your teaching strategies with your department's programmatic goals
- Prepare your students for grad school or future employment

## Objectives: Electronic Portfolios include...

- posting artifacts in any form (written, audio, visual, etc.) to highlight academic work of the student.
- posting reflections in relation to each artifact to help the student attain more awareness of the learning strategies and ensure success within the discipline.
- an academic planning piece to help academic advisors guide students through their learning environment.
- posting community involvement, resumes, and collections of evidence and reflections of learning all may be included in portfolios.
- an ongoing learning record of a particular student's academic learning environment.

## Strategic Plan Outcomes – Our projects always tie back to our ITS Strategic Plan

- Strategy 1.1 - Promote students' and instructors' use of information technology to support student academic achievement.
- Strategy 1.2 – Provide methods and data for tracking student progress in integrated IT systems.
- Strategy 1.4 – Explore, evaluate and foster emerging technologies that enhance teaching and learning.

## Annette Beck

*Instructional Technology Consultant, The University of Iowa*

Annette Beck is an instructional technology consultant working as project manager on personal response systems and electronic portfolios. She also does course management systems administration and is the training coordinator for Instructional Services. Annette has a BA in Graphic Communications and an MA in Instructional Technology.

## Simulations in the Physics Laboratory: Is VPython Valuable?

### Summary:

Attendees will understand findings from a large-scale (N = 2021), longitudinal study of the VPython simulation program as used in introductory mechanics (physics) labs at Purdue. This study indicates that students give this program “mixed reviews,” with students reporting varied difficulties that undercut the potential benefits for learning. Some of these issues may arise with other kinds of simulation programs. Possible solutions will be discussed.

### Description:

VPython is a physics simulation program that was created to complement the “Matter and Interaction” physics (mechanics) curriculum developed by Ruth Chabay and Bruce Sherwood. These scholars have described VPython as highly effective in helping students learn college-level physics. For example, it can be used to model a wide range of physical properties, and the programming language contains equation-like statements that can help to reinforce students’ understanding of the mathematics that underlies physical behavior. However, VPython has received little evaluation by users other than the original developers. The current study provides a large-scale (N =2021), longitudinal assessment of students’ experiences with VPython in introductory mechanics labs at Purdue University.

Participants in the study were students enrolled in PHYS 172, the introductory mechanics course for engineering and science majors at Purdue. 521 students participated in Fall 2006, and 1500 students participated in Spring 2007. Students completed online surveys assessing their experiences with VPython at three points in the Fall and six points in the Spring. At each point, survey questions focused on student experience of using VPython during the prior week’s labs. Survey questions included scales that measured ease of use, enjoyment, and learning (with learning subscales including synthesis and visualization). In a final survey, participants were also asked about a variety of student characteristics (e.g., semesters of high school physics, coursework in computer programming) and what they would change about the VPython program or its use in PHYS 172.

Analyses of both quantitative and qualitative data provide a “mixed review” of VPython from the student perspective. Across both semesters, ease of use, enjoyment and learning evaluations were moderately positive early in the semester and declined as the lab assignments became more challenging. Higher course grades and greater experience with computer programming were associated with more positive evaluations. A majority of students in both semesters cited one or more things in need of change, including more instruction in programming and higher quality help from TAs in charge of the labs. Greater technical support was also needed, especially in the first (Fall) semester. These findings suggest that VPython may have value in helping students to master physics, but that there are multiple instructional and technical challenges that must be managed if the program is to provide significant benefit for a majority of students. Some of these challenges are likely to arise with the use of other simulation programs. Solutions to some of the problems might include reducing the programming requirement through use of more “canned” code and increasing the number of lab TAs or improving TA training.

### Erina MacGeorge

*Associate Professor, Purdue University*

I conduct research on instructional technologies, especially audience response technology (“clickers”). I was an early adopter of audience response technology, and due to my experience and research findings have become both proponent and critic of technology in the college classroom.

# Pocket PC and Simulation Partnered to Enhance Nursing Education

## Summary:

At the end of this presentation, attendees will be able to: 1. describe strategies to use Pocket PC and high-fidelity simulator to enhance safe and effective medication administration experience for nursing students. 2. describe the effectiveness of the simulated experience from students' and faculty members' perspectives on subsequent medication administration during clinical practice.

## Description:

**Background:** To emphasize safe practice and decision-making in medication administration for nursing students, the Pocket PC was paired with a high-fidelity simulator (Sim Man) prior to students' first clinical experience administering medications. The simulator was placed in a private hospital room, with a barcode medication administration system. Students used the Pocket PC to learn about medications. They then verbalized key medication information to the faculty member, made decisions about medication safety, and administered medications to Sim Man.

**Objective:** We examined the effectiveness of the simulated experience from students' and faculty members' perspectives on subsequent medication administration during clinical practice.

**Method:** An exploratory descriptive design was used. Participants were 17 nursing students and two faculty members in a 4-week intensive fundamental clinical course (summer 2008). Open-ended questions were used at the beginning of the study to assess students' baseline knowledge of medication administration and at the end of the study to assess student and faculty perceptions of the simulated experience. Content analysis was used to identify common themes of comments.

**Results:** Students reported that the simulated experience increased their confidence in both medication administration as well as interactions with faculty. They appreciated quick access of information in the Pocket PC and used this information to provide patient education and a holistic approach to medication administration. Faculty stated that students were less apprehensive with medication administration and used critical thinking skills instead of focusing on the task of medication administration. Both students and faculty expressed interest in more simulated experiences.

**Conclusions:** This teaching strategy improved students' critical thinking skills and prepared them for actual medication experiences in the hospital setting. This simulated environment model, focusing on decision-making about safe and effective medication administration, can be used to prevent and reduce high-risk or high-volume medication errors.

## Karen Chang

*Assistant Professor, Purdue University, School of Nursing*

Dr. Karen Chang serves as the Director of Information Technology (IT) to the Purdue University School of Nursing. In this position, she collaborates with nursing faculty and other disciplines to integrate IT into the system of patient care and nursing education. She has secured several IT-related grants, integrated the use of IT to the courses she taught, helped faculty and staff members gain competencies in using IT, and collaborated with other disciplines and hospitals to develop, implement, and evaluate the effects of IT on the quality of nursing education and patient care.

## Jane Kirkpatrick

*Associate Professor, Interim Associate Dean Purdue University, College of Pharmacy, Nursing and Health Sciences, Purdue University, School of Nursing*

Jane Kirkpatrick is an award-winning teacher, receiving the International Tribute Award for Information Technology from Sigma Theta Tau International in 2005 for "PhysWhiz II: Labor and Delivery," a computer-based professional education program that she co-authored with Linda Caputi. In the School of nursing, she is a multiple recipient of the LaNelle E. Geddes Excellence in Teaching Award. She is listed in the Purdue Book of Great Teachers, was inducted into the Purdue Teaching Academy. She is immediate past chair of the executive council of the University Teaching Academy and also has served on many university committees related to student issues as well as the School of Nursing's student affairs and curriculum committees. Her research focuses on computer-based learning and simulation in nursing education. She is certified as an inpatient obstetric nurse by the National Certification Corporation. Her instructional programs on newborn assessment are used in nursing schools and hospitals around the world. She was appointed in spring of 2008 to serve as the interim Head of the Purdue School of Nursing and interim Associate Dean in the College of Pharmacy, Nursing, and Health Sciences.

## Michael Criswell

*Clinical Assistant Professor, Purdue University, School of Nursing*

Dr. Michael Criswell is an assistant clinical professor of nursing at Purdue University. He is a board certified CNS in critical care, and has over 35 years of critical care/trauma nursing experience. His teaching interests include medical surgical clinical, and pathophysiology lectures to undergraduate nursing students, and advanced pathophysiology to graduate NP students. His research interests include managing throughput and other related health care access problems, how simulation in nursing training can affect performance and improve patient safety, and how EBP related to critical care nursing, can improve family-nurse-patient relationships.

# “Clickers” and Course Evaluations: Effects of Instructor Explanation and Adaptation

## Summary:

Attendees will understand findings from a large-scale (N = 1953), longitudinal study of clicker use in physics lectures. This study indicates that the quality of instructors' efforts to (1) explain the answers to “clicker” questions and (2) adapt subsequent lecture material based on student responses have a significant influence on course evaluations. More generally, attendees will be encouraged to think about best practices for teaching with clickers.

## Description:

Multiple studies indicate that college students generally give positive evaluations to audience response technologies, otherwise known as “clickers.” However, there is much left to be determined about the best practices for teaching with clickers. The current study examined how the quality of instructors' efforts to (1) explain the answers to “clicker” questions and (2) adapt subsequent lecture material influences student evaluations of course and instructor.

Participants in the study were students enrolled in PHYS 172, the introductory mechanics course for engineering and science majors at Purdue. 521 students participated in Fall 2006 (from two sections of 172), and 1500 students (from six sections of 172) participated in Spring 2007. Students completed online surveys assessing their experiences with clickers at three points in the Fall and four points in the Spring. At each point, survey questions focused on student experience of the clickers during the prior week's lectures. Survey questions included two three-item scales that measured students' perceptions of (1) the quality of the instructor's explanation of answers to the clicker questions and (2) the extent to which the instructor adapted subsequent lecture material based on student responses. Additional questions obtained student evaluations of the course and instructor. Data about a variety of student characteristics (e.g., semesters of high school physics, current grade in the course) was also collected.

Hierarchical regression analyses were performed to examine the influence of instructor explanation and adaptation on course and instructor evaluations. Because several student characteristics (e.g., attitude toward physics) predicted evaluations of instructor explanation and adaptation, these variables were statistically controlled. Results showed statistically significant, moderate-sized influences of instructor explanation and adaptation on course and instructor evaluation throughout both semesters (i.e., across the multiple surveys). These findings suggest that instructors need to explain the answers to the questions they ask, and adapt their lecture content in response to student understanding (or lack thereof). More generally, instructors need to employ sound pedagogical practices when utilizing clicker technology.

## Erina MacGeorge

*Associate Professor, Purdue University*

I conduct research on the use of instructional technology in college classrooms, especially audience response technology (“clickers”). I was an early adopter of this technology, and based on my research and personal experience I am both a proponent and critic of its use.

# Social Annotation Modeling Learning System- Improving Student Learning and Performance

## Summary:

At the end of this presentation, attendees will have learned about the impact of social annotation modeling on student learning and performance in a college setting.

## Description:

This presentation reports on a study involving online social networking and collaboration as it affects college student reading comprehension and critical thinking skills. This study was conducted to test out a social annotation tool to determine if there was any learning relevance possible based on applied learning principles including team-based learning and Merrill's First Principles of Instruction.

Using the online annotation tool, a set of instructional modules were created and then implemented in 10 college English composition classes. Two studies were conducted at Tallahassee Community College to test possible learning solution. The main instructional task were 1) Identify the thesis and two supporting arguments of the text; 2) Identify three elements of the article that would be helpful in summarizing the text; and 3) What portions of the text don't seem to coincide with the thesis?

We carried out a Latin square design using 4 treatments. 1) Students highlight and annotate any elements they think will help them better understand the text. 2) Students highlight and annotate any elements they think will help them better understand the text. When students complete reading, highlighting and annotating, they review their peers' responses. 3) Students highlight and annotate any elements they think will help them better understand the text. When students complete reading, highlighting and annotating, they review the professional's response. And 4) Before reading the text, students review the professional response. Students refer to the response as they read the text. Students highlight and annotate any elements they think will help them better understand the text. When students complete the reading, highlighting and annotating, they review the professional's response and answer the following questions: What is similar or different between your annotations and the professional's annotations? After analyzing the professional's annotations, what changes would you make to your annotations?

This presentation summarized the findings and presents the conclusions.

## Tristan Johnson

*Professor, Florida State University*

Dr. Tristan E. Johnson is the director for the International Center for Learning, Education and Performance Systems (ICLEPS) in the Learning Systems Institute at Florida State University. He is also on the faculty of the Instructional Systems Program in the Department of Educational Psychology and Learning Systems in the College of Education. He has several years of experience that includes the design, development, and implementation of learning and performance technology tools. His research focuses on team cognition and it's links to team performance. He is involved in the development of innovative methodologies to measure individual and team performance and shared mental models. He has been involved in validating the use of cognitive maps to measure individual knowledge. Based on these individually constructed maps, qualitative and quantitative analysis methods are used to measure team members shared understanding. This state of understanding is then compared to team performance to see if and how these two measures are linked. Tristan has also studied the link between instructional, learning, and gaming strategies, specifically measuring the use of technology tools with and without deliberate practice. Dr. Johnson has published papers related to team cognition as well as visual representations effect on learning, and technology as a tool to represent internal mental models and schemas. He serves on the editorial boards for Educational Technology Research & Development Journal, Journal of Educational Technology & Society, Performance Improvement Quarterly, and the journal Computers in Human Behavior. He is currently the President Elect for the Training and Performance Division of the Association of Educational Communications and Technologies.

# Visible Effort

**Summary:**

At the end of this presentation, attendees will have learned about a new method of monitoring and stimulating group collaboration.

**Description:**

Visible Effort is a wiki-based on-line collaborative environment for classroom projects that involve creation of digital content (mainly text documents). The environment interface, which is a variation of the MediaWiki software, communicates in a transparent manner the quality of the collaborative effort and facilitates, if necessary, student or instructor intervention for improving it. By "quality of collaborative effort" is meant the diversity and equality of user contributions to the collaborative project. This is measured by tracking the over-time contributions of each user to the project. The synthetic measure of content diversity/distribution of effort is used to structure a number of visual guides (background colors, visual markers), which facilitate "at-a-glance" assessment of project status. The platform interface can tell if only a few students have contributed the most to the digital document or if the work has been evenly distributed. In a word, the environment makes group efforts visible and this information can be used in a direct manner by individual team members for adjusting their group efforts. The platform can be extended beyond the classroom. As a new framework for digital content creation and evaluation it can be used for knowledge management, web publishing, on-line social interaction, etc.

See <http://veffort.us>

**Sorin Matei**

*Associate Professor, Department of Communication*

Dr. Matei, an Associate Professor of Communication at Purdue University, is known for applying, from a cross-analytical perspective, traditional statistical, GIS, and spatial methodologies to the study of information technology and social integration. He has conducted a number of studies on the social and cognitive impact of location aware systems deployed in real or virtual environments. (Location aware systems take into account the geographic or social context of the user when delivering information.) His current research is particularly focused on the role of spatial indexing on learning in location aware situations and on the role of physical affordances in structuring location aware communication experiences. The experimental work he conducted at Purdue University's Envision lab indicates that there are some benefits for information acquisition in location aware situations. In addition, he has conducted large-scale multidisciplinary surveys of communication technology use in local communities both in the United States and in Europe. His research was funded by Motorola, Kettering Foundation, University of Kentucky, and Purdue University and was recognized by various professional organizations with paper and research awards. His teaching portfolio includes research methods, multimedia design, usability, online interaction and online community development classes. His teaching makes use of a number of software platforms he has codeveloped, such as Mindmeld (<http://purdue.isours.org/mindmeld>). Dr. Matei is also known for his media work. He is a former BBC World Service journalist and is still actively involved with a number of media projects, such as his research blog (<http://www.matei.org/ithink>), online magazines (<http://www.pagini.com>), and his weekly column "Ideas to spare" published every Tuesday by Adevarul (<http://www.adevarul.ro>), a major Romanian language newspaper.

# Using Concept Mapping to Strengthen Integrative Thinking and Practice

## Summary:

During the session we present a scenario-based approach to incorporating concept mapping into an online graduate course on cognition and instruction through the use of CMapTools. At the end of the presentation, attendees will know how to use the CMapTools concept mapping software and how to integrate it into course curriculum. Attendees will also have gained knowledge of the considerations and implications for leveraging students' use of concept mapping technology to deepen their conceptual understandings and metacognition.

## Description:

Concept mapping has been used extensively in primary, secondary, and postsecondary education as a graphic tool and process for organizing, representing and constructing knowledge (Novak & Cañas, 2006). It provides a vehicle for the learner to make explicit connections between new information and his or her prior knowledge and experience in a process that promotes deeper cognitive processing. In the project presented in this session, concept mapping also illuminated how teachers make conceptual connections between what they are learning about cognition and what guides their classroom practice. The aim of the project was to understand how teachers structured their knowledge through concept mapping and examine the underlying cognitive processes.

The context of the project was an online graduate course on cognition and instruction that focuses on the application of cognitive learning theory and research. Using a scenario-based approach, the course was structured around a hypothetical classroom with a teacher and four diverse students who presented various teaching and learning challenges. For example, one of the hypothetical students had deficits in reading comprehension and metacognition, and one has Asperger's syndrome. Students in the course used the theoretical concepts, principles, and research-based strategies they were learning about to help the teacher in the scenario design and plan for the students. During the first 2 weeks of the course, students were introduced to the practice of concept mapping and the use of graphic tools for constructing and depicting knowledge. Students were also provided with detailed instructions for downloading, installing, and using CMapTools (concept mapping software created by the Institute for Human and Machine Cognition (<http://www.ihmc.us>)). Students then completed four concept mapping assignments where they explicated the relationships among concepts, principles, and strategies that would help the hypothetical teacher design effective learning environments each hypothetical learner. They were asked to include specific concepts from the module for each learner in their maps and some of those concepts were required to be used across the four learners.

Although students worked independently to construct their maps, they were actively engaged in sharing their work products through CMapTools. The software enabled students to save their concept maps on a public drive, and students were encouraged to review each other's maps and reflect upon their work. The goal of this exchange was to promote social learning and help students examine various ways of conceptualizing learning theory. Through the use of the recorder feature in CMapTools and asynchronous discussions in Blackboard, we sought to understand the processes that students used to construct their concept maps. Our analysis focused on the concepts that students added to their maps, the source of the concepts, the order in which concepts were added, and the progression through which the map developed. We were particularly interested in how students included key concepts from the course modules in their maps and what it suggested about their understanding of these concepts. Through this analysis, we could see how the challenges posed by particular hypothetical learners elaborated the students' understandings of important learning concepts.

## Melissa Kelly

*Instructional Designer, National Louis University*

Melissa Kelly is an instructional designer and media developer contracted by the college of education at National Louis University.

## Diane Salmon

*Associate Professor, National Louis University*

Diane Salmon is an associate professor in the educational psychology department at National Louis University.

# Using Technology to Evolve Cooperative Learning Environment for Distant Education Courses

## Summary:

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Cooperative groups increase opportunities for students to produce and comprehend language and to obtain modeling and feedback from their peers. Much of the value of cooperative learning lies in the way that teamwork encourages students to engage in such high-level thinking skills as analyzing, explaining, synthesizing, and elaborating. However, how to effectively implement cooperative learning to increase group and individual student learning performance in distant education courses is always a question? Thus, the purpose of this presentation will conclude with an opportunity to discuss and introduce tools that instructors can implement in their distant education courses.

## Description:

Using Technology to Evolve Cooperative Learning Environment  
for Distant Education Courses

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## THE PROBLEM AND OBJECTIVES

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Cooperative groups increase opportunities for students to produce and comprehend language and to obtain modeling and feedback from their peers. Much of the value of cooperative learning lies in the way that teamwork encourages students to engage in such high-level thinking skills as analyzing, explaining, synthesizing, and elaborating. However, how to effectively implement cooperative learning to increase group and individual student learning performance in distant education courses is always a question? Thus, the purpose of this presentation will conclude with an opportunity to discuss and introduce tools that instructors can implement in their distant education courses.

## METHODS

This study will look at a number of cooperative learning tools for distant education to guide the instructors as they attempt to steer this learning approaches. Distant education collaboration tools including Google and Web portal will be presented. Effective use of these tools for cooperative learning on an online setting, team activities, support and remediation will be demonstrated. These tools enable instructors to demonstrate concepts and clarify perceptions that are otherwise difficult to convey in distant education courses. These offer training sessions, visual instructions, real-time conversations and interactivity with our students. This presentation will introduce each tool to show how to make effective and efficient use of time, technology, and resources.

## RESULTS

Cooperative learning appears to be a promising method by which distant education teachers can simultaneously achieve both academic and socio-moral objectives. Students taking a distant education course have much the same experience or sometimes better experience than our in-house courses.

**Kuan Chen**

*Associate Professor/Department Head, Purdue University Calumet*

Kuan C. Chen is Department Head of Department of Information Systems at Purdue University Calumet. His primary teaching responsibilities are in database management, computer programming, e-business, decision support systems, knowledge management, project management, and system analysis and design. Research interests are focused on the system management, network design and security, instructional design for information technology training, data mining, system dynamics, information technology economics of information systems, and applications of neural networks to network design. In his consulting career, he specialized in database design and management, information technology project evaluation and feasibility studies, web site planning and analysis, and networking planning and design. Prior to coming back academia, Dr. Chen worked as information analyst and project manager for four years. Dr. Chen received a 2005-2006 outstanding teaching award in Purdue University Calumet. Dr. Chen awarded his Ph.D. from the Michigan State University as well as a MBA degree in Management Sciences from National Cheng-Kung University at Taiwan. He has published numerous journal articles in information systems, decision support systems, data mining, instructional design, and systems thinking model. He is an active participant in several professional journals and serves on four journals reviewer boards. He has been taught at several universities: Lansing Community College, Purdue University West Lafayette, Bowling Green State University, IVY Tech State College, and Davenport University. He also was acting Department Head of Department of Accounting at Purdue University Calumet in 2006- 2008. Dr. Chen was nominated as a 2006, 2007 and 2008 outstanding scholar award in Purdue University Calumet.

# Building Fantastic Installations, Exhibits, Showcases, and Posters in Second Life

## Summary:

In this workshop, attendees will learn effective and practical strategies for using Second Life to display student and faculty projects in interactive installations, exhibits, showcases, poster displays, and other types of performance or presentation art.

## Description:

In addition to providing space for collaboration, networking, role-playing, and simulation, Second Life presents numerous possibilities for featuring student and faculty projects in virtual installations, exhibits, showcases, poster displays, and other types of performance or presentation portfolios. Our primary goal in this workshop will be to show teachers effective methods for displaying the work of their students in ways that encourage interactivity and peer review while also capturing the attention and interest of visitors.

Publishing their work in a virtual world for peers and the wider public adds exigency that can help students broaden their sense of audience while giving them new opportunities for learning beyond the classroom. The public nature of the Second Life space adds an element of engagement and urgency that can motivate better work. However, will alone is not enough to persuade, so we have developed effective strategies for teaching students to present and host their work in creative and sustainable ways. We draw on our experience helping to create Purdue's new island in Second Life, which has provided our students and instructors space to build, interact, and publish their content and to develop their professional portfolios.

The presenters will provide numerous examples for presenting work in Second Life, with practical tips for using SL tools effectively to ensure high impact installations, and exhibits. We envision this session as a hands-on workshop covering the following topics:

1. Building prims for displaying multiple types of content, from print and image to video.
2. Converting and projecting video content.
3. Creating and distributing text via notecards and visual packages.
4. Scripting events to invoke browser-based presentation.
5. Displaying images and animation.
6. Creating plays, concerts, and interactive installations.

We will also present attendees with tips on where they can purchase presentation tools in-world to make it easier to get up-and-running quickly.

Karen Kaiser Lee

PhD Student / Teaching Assistant in English, Purdue University

Karen Kaiser Lee is a Phd student at Purdue University, studying Rhetoric and Composition. Her areas of interest include professional writing, photography, painting, virtual worlds.

## David Blakesley

*Professor of English / Director of Professional Writing, Purdue University*

David Blakesley's research and teaching explore the possibilities of multimedia, film, professional writing, scholarly communication, and rhetoric in the digital age. In 2002, he founded the scholarly publishing company, Parlor Press.

## Mark Pepper

*PhD Student / Teaching Assistant in English, Purdue University*

Mark Pepper is a Phd Student at Purdue University, studying Rhetoric and Composition. His areas of interest include popular culture, networks/emergence, cool study, new media, multimedia writing, and virtual worlds.

## Morgan Reitmeyer

*PhD Student / Teaching Assistant in English, Purdue University*

Morgan Reitmeyer is a Phd student at Purdue University, studying Rhetoric and Composition. Her areas of interest include multimedia writing, new media, digital filmmaking, and virtual worlds.

# Demystifying Invisible Processes Using Mediated Feedback

## Summary:

How final grades are assigned to products in process based courses, such as English composition, is a mystifying event for many students. Much of what readers and writers do are cognitive processes, and therefore invisible, so the need for feedback making these processes visible is essential for student success. At the end of this presentation, attendees will have learned how the use of Microsoft Word's Insert Comment feature and use of Captivate and Camtasia software can engage students, build community, and enable opportunities for more in depth feedback to encourage student success.

## Description:

Often "feedback" from faculty to students has translated into communication of an end outcome. . . the grade. However, in many fields that emphasize process over product, such as English composition, the end outcome is useless if students view feedback only as a final grade. Instead, students need to understand how the interaction between the writer and reader shape the process of writing. What further complicates this process for students is the "invisible" nature of a reader, since most often reading occurs in isolation from the writer. Four instructors from the University of Cincinnati will present methods for providing more detailed and effective feedback to make such invisible processes visible using a widely accessible tool in Microsoft Word and the more specialized tools Captivate and Camtasia.

The panel will begin by discussing how the use of Microsoft Word can be used to initiate and sustain dialogue with students on assignments throughout the course. Discussion will center on using the Insert Comment feature to allow both instructor and student to write comments in the side margins in order to discuss the process behind the product of the assignment itself. Such dialogues, when sustained throughout the course, provide new points of access to enter the academic community as a true participant rather than mere observer. Engaging students in dialogue not only enables them to gain a voice in a new community, but also offers the encouragement and opportunity to explore ideas in depth in order to increase the likelihood of overall success in the course.

The panel will then shift to how the use of other software tools, Captivate and Camtasia, can be used in conjunction with Word or as stand-alone programs for providing in-depth individual feedback to students. These programs allow the instructor to go beyond written comments by providing stronger audio visual components. Unlike receiving a standard document with written dialogue in the side margins, this software captures the instructor's screen movements and audio narration of their feedback. While accomplishing the goals of community development and more detailed feedback, these alternatives allow instructors to meet the needs of audio and visual learners. The purpose of this presentation is to provide participants an understanding of the rationale behind the use of these tools, examples of their implementation in classroom settings, and explanations of their impact on student learning. It is not the intention of presenters to provide step-by-step tutorials for navigation of these software programs, but instead to shed light on how their use can engage students, build community, and enable opportunities for more in depth feedback to encourage student success.

## Dianna Greivenkamp

*Field Service Instructor, University of Cincinnati College of Applied Science*

Presenters Dianna Greivenkamp, Billi Johnson, Heather Johnston and Carolyn Stoll teach various levels of developmental and traditional first year level college English courses at the University of Cincinnati in the College of Applied Science Center for Access and Transition. Recognizing the value of pedagogically sound implementations of technology, these four faculty members organized the Committee for Utilizing Technology in Education. They specialize in providing training and support to other faculty who want to use instructional technology to support effective pedagogy and more efficiently achieve learning outcomes.

## Carolyn Stoll

*Field Service Assistant Professor, University of Cincinnati College of Applied Science*

## Heather Johnston

*Field Service Instructor, University of Cincinnati College of Applied Science*

# Distance Education Incentive Awards Program Showcase

## Summary:

This presentation will showcase the winners of the Instructional Development Center's Distance Education Incentive Awards Program at Purdue University in 2008. Attendees will get a chance to view some of the award winning courses and explore the self-evaluation rubric used by the program.

## Description:

This presentation will showcase the winners of the Distance Education Incentive Awards Program initiated by the Instructional Development Center (IDC) at Purdue University in 2007.

Attendees will:

- get a chance to view some of the Distance Education Incentive Award Winning courses;
- explore the self-evaluation rubric used by the program;

In 2007, the Instructional Development Center (IDC) at Purdue University initiated a new program to foster and reward the creation of exemplary online courses created by Purdue faculty. The IDC Distance Education Incentive Awards Program awards \$30,000 in funds to qualified distance education courses. Course developers and instructors who apply for the awards are required to attend a training intensive and complete an exemplary course self-evaluation rubric which evaluates the quality of their course in the areas of course design, innovative and effective use of technology, assessment of student learning, and learner support.

This presentation will showcase the winners of the Instructional Development Center's Distance Education Incentive Awards Program at Purdue University in 2008. Attendees will get a chance to view some of the award winning courses and explore the self-evaluation rubric used by the program.

## Sangeetha Khichadia

*Educational Technologist, Purdue University*

Sangeetha Khichadia is an Educational Technologist with Teaching and Learning Technologies (TLT) at Purdue University. Ms. Khichadia has extensive experience working with faculty and staff in integrating technology towards creating hybrid and distance learning classes. Her background in computer science combined with her expertise in instructional design concepts, allow her to design and develop online instructional materials in addition to successfully evaluating instructional technologies. She has developed various web-based instructional materials and presented at several conferences relating to online learning.

## Sasikumar Benzigar

*Educational Technologist, Purdue University*

Sasi Benzigar is an Educational Technologist with Teaching and Learning Technologies (TLT) at Purdue University. He develops and delivers training on instructional and collaboration tools. He provides support and regularly consulting with faculty on Blackboard Vista, instructional design, and instructional technology. Mr. Benzigar is an experienced trainer and presenter on a wide variety of topics. He also serves on the reviewer committee for Blackboard's Exemplary Course Program and Purdue's Distance Education Incentive Award Program.

## Donalee Attardo

*Senior Educational Technologist, Purdue University*

Donalee Attardo has been an Educational Technologist at Purdue University for the past 6 years. She currently works as a Senior Instructional Technologist for the Instructional Development Center in Teaching & Learning Technologies (TLT). She assumes many responsibilities in coordinating, developing, and delivering training on a variety of topics in instructional design and technology. She is a Blackboard Vista Certified Trainer, and provides regular consulting with faculty on Blackboard Vista and instructional design, as well as other TLT technologies, such as Adobe Acrobat Connect, Turnitin, and many others. She has presented most recently at the Conference on Information Technology, Beyond Boundaries Conference on Integrating Technology into Teaching & Learning, and BbWorld (Blackboard User conference).

# Web Based Video conferencing systems in classroom teaching

## Summary:

OBJECTIVES: At the end of this presentation attendees will have learned about - The value of web based video conferencing systems in classroom instruction - Potential uses of web based video conferencing systems in higher education - Challenges and opportunities in web based video conferencing systems in a tough economy - Application of a web based video conferencing systems in a science course in undergraduate education

## Description:

Collaboration in research and teaching has been enhanced by the easy access and flexibility of communication technologies. The new applications allow colleagues from different cities or countries to work in the same document and have research meetings with the same frequency as they would do if they were working in the same building. In the same way, students can interact among each other or receive classes from experts that reside in different locations. Learning how to use these tools and how to benefit from the web 2.0 applications is a must for collaborative working in the 21st century. Web-based video conferencing systems represent one of the applications that are increasingly used for collaboration nowadays.

We propose to share with the audience our experience on how web based video conferencing systems can be used in higher education face to face classes, and we will present the example of a class that used them intensively to bring experts from around the world to a class. The project was carried out in a science class for undergraduates, and the objectives for the use of this project were: (a) Exposing students to first hand real life experiences that would allow them to understand the applications of the science theory learned; (b) Providing new and more opportunities for understanding research in the discipline; (c) Allowing students to have a broad view of research and applications; (d) Enriching learning by providing different sources of information.

We fulfilled our objectives with this project and will continue using this application. However, the results of the project showed that we needed to do some modifications and be more ready to face some of the challenges that the system present, such as recruiting and training of participants, scheduling, and contextual learning.

## Manfredo Seufferheld

*Assistant Professor, Natural Resources and Environmental Sciences, University of Illinois at Urbana Champaign*

Prof. Manfredo Seufferheld is a researcher and instructor in Natural Resources and Environmental Sciences at the University of Illinois at Urbana Champaign. His expertise is in the areas of Plant Biology and Biodiversity. He has received several grants and awards in his research, and he is constantly working to make his classes interesting and meaningful to his students. He strives to combine theory and practice in his classes, and tries to expose his students to real life applications of the theory by planning field trips or bringing experts to his classes. He has been using new technologies to help him achieve his teaching objectives.

## Norma Scagnoli

*eLearning Specialist, University of Illinois at Urbana Champaign*

Norma Scagnoli works as eLearning Specialist for the College of Business at the (UIUC), where she plays a key role in faculty development and integration of technology in classroom teaching and learning. Norma has extensive experience in online education as instructor, administrator and researcher. She worked as Program Coordinator for CTER one of the first online masters program at the University of Illinois. She has also contributed to the field with her research on technologies for teaching and learning, online learning models, and faculty and student orientation for online education, which has been published and presented in specialized journals and conferences. Norma has a Ph.D. in Human Resource Development from the University of Illinois, where she also earned a Masters degree in Education with specialization in Instructional Technologies.

# Building Your Institution's Presence in Second Life

**Summary:**

Virtual worlds are a subject of great interest and many institutions are trying to establish a presence there. Purdue is a recent entrant in Second Life, and attendees will learn from our experiences how to get started from the ground up. Planning, documentation, licensing, stakeholder involvement, building and technical issues will all be discussed.

**Description:**

This is panel presentation. Panel Presenters: Rob French, Terry Patterson, Dustin Bennett, George Bergstrom, David Blakesley.

**Proposal:**

Recently, various groups at Purdue have wanted to establish a presence in Second Life. Their needs varied from instructors wanting basic space to hold office hours to departments that wanted to build elaborate islands devoted to their discipline. Many of them wanted to have an operational presence but did not want to have to worry about land acquisition and management issues. Also, it was desirable to join together to avoid unnecessary land purchases and duplication of effort, and to create a more unified presence. Senior IT management expressed doubt about the educational value of Second Life and insisted that we conduct our foray there in a way that would enable educational effectiveness to be a primary criterion for our continued participation.

We decided to undertake a pilot project involving Teaching and Learning Technologies, the Library and the Professional Writing Department. Agreements were negotiated that allow each of us to share costs and these agreements stipulate that assessments of student progress will be conducted in order to gauge educational effectiveness. The agreements also provide for an oversight committee composed of representatives of the largest stakeholders that will make major decisions and mediate disputes. Our Contracts and Licensing department would not let us proceed with the standard Linden Lab contract, so we began a search for a Second Life land broker from whom we could lease an island and be buffered from legal liability. A broker was found and a contract negotiated that was amenable to both sides. Meetings were held among the primary stakeholders and the basic island architecture and land distribution issues were agreed upon. Small plots of land are being made available to other Purdue faculty at no charge and a web application has been developed that allows faculty to request these smaller plots. Building is supplied by the tenants with TLT building the central landing area and providing additional development services to clients for a fee.

**Robert French**

*Educational Technologist, Purdue University*

Robert French is an Educational Technologist at Purdue University in TLT's Emerging Technologies group. He is charged with investigating and documenting new technologies and providing administrative support for pilot programs.

# Innovative Use of Adobe Connect to Provide Interpreting

## Summary:

At the end of this presentation, attendees will be able to:

- List 3 benefits of using Connect to deliver interpreting online
- Identify 3 factors that affect the quality of a webcam video image when interpreting
- Produce a Connect meeting room layout that includes an appropriately sized interpreter window

## Description:

There are many challenges to obtaining highly-skilled and credentialed sign language interpreters for the Purdue University community. One possible solution to this problem is to use video remote interpreting (VRI), whereby a sign language user can view an interpreter in a remote location via a video relay. However, most VRI systems require specialized hardware and software that would be difficult and expensive to provide throughout the Purdue community. Working with a staff member of the Disability Resource Center, we sought a lower-cost and more ubiquitous alternative to commercially available VRI systems.

Adobe Connect is an online meeting software package available to all faculty, staff and students at Purdue University. It supports sharing of multiple web camera video streams, and a person can attend a Connect meeting from any location with only a computer, an Internet connection, and a web browser. For these reasons, we chose to conduct testing on Adobe Connect to determine how effectively it could provide video remote interpreting.

A pilot project was conducted when a deaf faculty member registered for an online training session that was making use of Adobe Connect. Instructional Development Center staff worked with the Coordinator of Deaf Services to determine the appropriate size and location of the "interpreter window" within the Adobe Connect training layout. The session was successful in including an interpreter as a part of the online training. Feedback from two deaf participants was positive, and they indicated that they want to use the technology again. Future plans include testing how well the system works for two-way interpreting, such as in a classroom setting.

## Dean Brusnighan

*Assistive Technology Specialist, Purdue University*

Dean Brusnighan is an Assistive Technology Specialist at Purdue University-West Lafayette, where he is responsible for ensuring that information technology is accessible to individuals with disabilities. He has worked in the field of disability services since 1991. He has made presentations at national and state conferences, including those of the national Association on Higher Education and Disability (AHEAD), the Technology and Persons with Disabilities, and the Indiana Council for Continuing Education.

## Allison Humbert

*Assistive Technology Center staff, Purdue University*

Allison Humbert is a student employee of the Assistive Technology Center at Purdue University-West Lafayette. She has been involved from the beginning in our efforts to use Connect software to deliver video remote interpreting.

# Building Online Library Tutorials for Biology Students—A Collaborative Initiative

## Summary:

Attendees will learn how the Purdue Libraries and the Department of Biological Sciences collaborated to put together online tutorials for biology students needing to learn how to search the published biological literature for "library" assignments in their biology classes.

## Description:

Once upon a time the Department of Biological Sciences offered an 8-week Information & Communication Skills lab module for beginning biology majors. Due to a curriculum change, this class stopped being offered after spring 2007. Maribeth Slebodnik in the Purdue Libraries took the initiative to contact Laurie Iten, the faculty member in Biological Sciences who developed and taught this Information & Communications Skills class to ask if there was something that could be done to replace, if only partially, what biology students learned in her lab module. Maribeth and Laurie, along with Tim Kerr, then an academic advisor in Biological Sciences, decided that online library tutorials could fill the need for biology students to learn to search and use the published biological literature for their library assignments. Instead of creating original online library tutorials, they built derivatives of excellent MIT Open Courseware library tutorials developed for their Materials Science and Engineering students. All three collaborators scripted the tutorials using the "outline" of the MIT tutorials, as well as material taught in the old Information and Communication Skills class. Maribeth narrated all the tutorials, then Laurie packaged the audio, video, images, text and questions in an Adobe Captivate™ project. We then published each tutorial as a Flash file (originally on the biology department's website, now on the Purdue Libraries' website). The titles (and brief descriptions) of our seven tutorials for biology students are:

1. Introduction (overview of tutorials)
2. Publication Cycle & Scientific Research (how scientific research is conducted and published; primary and secondary resources)
3. Getting Started (where to search for books and articles; locating full text in print and online; getting help from library staff)
4. Basic Search Strategies (Google™ vs. library databases; database search techniques: keywords, Boolean operators, truncation)
5. Advanced Search Strategies (database search techniques: subject, field, publication type)
6. Evaluating Information (using scholarly sources; comparing sources, and corroborating facts)
7. Using and Creating Citations (interpreting and creating citations; citing sources).

Hopefully our online library tutorials for biology students will serve as an example for other academic disciplines in collaboration with their associated Purdue librarians to build library tutorials for their students.

## Maribeth Slebodnik

*Biomedical Sciences Information Specialist, Purdue University Libraries*

Maribeth Slebodnik is Biomedical Sciences Information Specialist, Purdue University Libraries.

## Laurie Iten

*Associate professor, Biological Sciences, Purdue University*

Laurie Iten is Associate Professor of Biological Sciences, Purdue University.

## Timothy Kerr

*Assistant director - Academic Excellence, College of Agriculture, Purdue University*

Tim Kerr is Assistant Director of Academic Excellence, College of Agriculture, Purdue University.

# cgCentral: A Course Simulation Application Built with Adobe AIR

## Summary:

Attendees will learn the rationale for selecting Adobe AIR to create similar applications to assist with course management, how the technology was employed for this particular project, and usability and assessment results from field testing the application in the classroom.

## Description:

This presentation will detail the results of the cgCentral project that was funded through a 2008 Digital Content Development Grant.

CGT 411 is a senior capstone course in which students simulate the complexities of real-world corporations and business environments related to applied computer graphics. Part of this simulation includes the student and faculty functions of generating, tracking, and maintaining large amounts of mock data including stock information, press releases, corporate and individual finances. Typically, these functions have been achieved through a variety of mechanisms including web sites, RSS feeds, forums, and conferencing applications. Due to size and complexity of information required for the function of this simulation, the use of the previously mentioned applications have proven to be inefficient and inadequate.

The authors have spent the last year developing a Rich Internet Application using the Adobe AIR technology that consolidates the functions of the multiple simulation mechanisms into a single, unified application. The RIA was subjected to usability and assessment testing to ensure that an effective application was built that achieved the goals of the project.

The presentation will detail the rationale for the project and decisions concerning the Adobe AIR technology, the development process itself, and the results of two rounds of user test data that was used to determine the efficiency and effectiveness of the cgCentral application.

## Terry Burton

*Associate Professor, Purdue University*

Terry Burton's research commitments include the development and implementation of graphic based solutions for industry. As a professor of Computer Graphics Technology at Purdue University, he concentrates on developing strategies that focus on enhancing visualization and visual literacy in a variety of environments. Terry has been recognized for excellence in teaching, community service and technology applications. He is applauded by industry personnel who recognize and appreciate his pragmatic common sense approach to solving problems. He has been a leader in developing graphic-based systems that utilize the latest technology to create non-disruptive solutions which are both practicable and efficient. Workforce Training News, a nationally distributed training journal, recently recognized his efforts in creating a computer-based Just-In-Time Training (JITT) system for the Whirlpool Corporation. Along with Whirlpool, his credits include system solutions for TRW, Cummins Engine, General Electric, Amana, Frigidaire, Delta Faucet, Caterpillar and many others. He has served as chief executive of operations, operations manager, owner/operator, educator, and planner/project manager in a variety of governmental and industrial settings. His background, experience, motivation and commitment are descriptive of an individual who welcomes demanding situations. Industries utilizing his services realize dynamic and organized solution strategies that are the foundations for developing and delivering graphic products on a corporate-wide basis. He is the author of graphic creation and distribution systems that participate within, and enhance, TQM, Kanban, JIT, ISO 9000 and System Re-engineering. He is a leading proponent of industry's changing paradigm from two-dimensional graphic products to the three-dimensional modeling-based graphics systems. With over twenty four years of experience in education and industry, along with appointments to three different board of directors, Terry is prepared to not only prescribe a solution, but to be actively involved in its implementation.

## Kellen MAicher Maicher

*Assistant Professor, Purdue University*

Kellen Maicher is an Assistant Professor specializing in Interactive Multimedia in the Department of Computer Graphics Technology at Purdue University. Kellen holds an M.S. in Computer Graphics Technology from Purdue University, as well as a B.S. in both Biology and Technical Graphics. In his professional experience he has worked as a multimedia project manager and freelance new media developer. Kellen currently teaches graduate and undergraduate courses in interactive multimedia development and human factors for applied computer graphics. He has developed, taught, and co-taught eleven courses in his six years as a CGT faculty member, instructing on topics including animation, web design, and multimedia development. In addition to his professional experience, teaching, and research activities he has presented and instructed at national and international conferences. Kellen has been presented with two consecutive Outstanding Faculty Awards (06-07) in the College of Technology and was nominated for the James D. Dwyer Outstanding Undergraduate Teaching Award in 2006. His research endeavors primarily focus on the assessment and validation of human factors related to computer graphics technology applications. Specific interests in HCI technology, usability, user-centered design, and performance testing. Application areas include a variety of computer applications with a specific focus on educational, instructional, and training multimedia. Kellen has presented papers and given workshops at various conferences including international presentations in Russia, Norway, and Poland.

# Dude, Where's my Prof? Establishing Presence in the Online Classroom

## Summary:

At the end of this presentation, attendees will have learned techniques for enhancing their presence in their online course space, and will have seen examples of these techniques at work.

## Description:

When it comes to instructor presence, different topics require different approaches. As instructor time can be limited, especially without a TA assigned to the course, special techniques were developed to facilitate the comfort and sense of presence students sought. This presentation illustrates how avatars and artwork, weekly faculty-written or filmed "columns," intro videos and Course Management System response mechanisms added a sense of instructor presence to courses in biology, journalism and social science.

The design of each course was approached with the student in mind, maximizing engagement between content, colleagues and instructor. In biology, use of comic art, a professorial comic avatar in conjunction with live video, a cartoon sidekick and a game exploring the scientific method were employed to reduce students' subject-related anxiety and put them at ease in the course. In journalism, use of intro videos or "columns" summarized important points in each chapter, and illustrated the instructor's fun personality to student viewers. In social science, use of course management system automations to refer to students by name, personalized student task lists and a customized theme tying the online course environment to publisher resources for aesthetic consistency allowed students to navigate multiple websites while feeling as though they remained in a single environment, guided by the professor. These course design mechanisms lend a personal touch to the courses, leaving professor "footprints" for students to follow.

Student feedback in the courses indicated enhanced satisfaction and decreased fear of subject, greater engagement with instructor and feeling that instructor was present in course space, and student engagement with this different type of content.

## Jessica Knott

*Producer, Michigan State University / Virtual University Design and Technology*

Jessica Knott is a producer for Michigan State University's Virtual University Design and Technology department, helping professors learn to effectively integrate technology into their teaching. She holds a Bachelor of Arts in Journalism in with a specialization in public relations and a Master of Arts in Education, focusing on educational technology and K-16 leadership. She has worked in higher education information technology for nine years and her educational interests include student engagement and literacy in the online realm and the potential of social networking in higher education.

# It's Del.icio.us!

## Summary:

Demonstrate how a faculty member can promote a learning environment that is collaborative via the social bookmarking tool, Del.icio.us. Gain a firm understanding of social bookmarking and ideas for classroom integration. Provide a strong understanding of students' attitudes about social bookmarking by sharing findings from a two-semester survey.

## Description:

Teaching International Business and International Marketing requires both faculty and students to be current with regards to international news and events. Moreover, it is imperative for the students to be able to find international statistics and to be able to analyze the data to make informed decisions in the international business community.

The organization of Del.icio.us, a social bookmarking application, assist learners in sharing a wealth of information, thus one spends less time meandering through the Internet for data. Social bookmarking allows both the faculty and students to link to others' websites via the tags and bundles.

The University of Indianapolis offered a week long development camp for faculty in the summer. It is at the camp, in which the development of the Del.icio.us website started. The website was piloted in the summer with full integration in the fall. Based on survey findings, all of the students agreed or strongly agreed that the social bookmarking tool enhanced their learning; moreover, the students reported they enjoyed the website. They also stated spending twice as much time on the Del.icio.us website as they did on their textbook.

The presenters will discuss their lessons learned with regard to integrating this social bookmarking tool into the classroom. A list of recommendations including (1) getting started, (2) organizing, and (3) implementing social bookmarking into your teaching will be provided.

## Kathy Bohley

*Associate Professor, University of Indianapolis*

Kathy Bohley is an Associate Professor in the School of Business at University of Indianapolis. She teaches International Business and International Marketing at both the undergraduate and graduate levels. Kathy has been a leader with integrating emerging technologies into the classroom for over a decade and she actively encourages her colleagues to utilize various technologies to enhance student learning.

## Beth Kiggins

*Director of the Center for Instructional Technologies and Assistant Professor of Instructional Technology, University of Indianapolis*

Beth Kiggins is the Director of the Center for Instructional Technologies and Assistant Professor of Instructional Technology at the University of Indianapolis. She works with faculty to integrate technology into teaching to enhance learning. Her responsibilities also include faculty development and distance learning. She is a member of the University's Learning Resource Committee.

## Kathy Bohley

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# Online Spanish Tutor (OST): A Self-Assessed Pronunciation Primer with Biofeedback

## Summary:

This presentation will show a web-based pronunciation tool (that later will interface with Blackboard Vista) capable of capturing sound data from a user, converting this data into visual form, providing immediate feedback to the user in this visual form, as well as archiving the captured data for further review and analysis. This Web application with instant feedback about the quality of an individual student speech will facilitate learning by:

- Providing a low-anxiety environment without instructor intervention.
- Giving students the capability to recognize and accomplish (in their own time and at their own pace) specific prosodic tasks, such as, Persuasion, Request, Conveying Information, and Query.
- Promoting good communication skills in a foreign language by developing verbal fluency and accuracy.

## Description:

We are presenting a prototype of a pronunciation practice and remediation tool to improve instruction and students' proficiency in a foreign language, by analyzing individual student speech and providing useful, immediate feedback to the student about how to improve their fluency and speech quality in Spanish. The application will eventually be integrated into the Spanish 101/102 courses via BB for use by all Purdue entry-level Spanish students.

We investigated various speech analysis techniques and feedback and applied the following algorithms:

1. the Fujisaki Model which decomposes a speech signal into phrase components (boundaries) and accent components (stress).
2. Hidden Markov Models (HMM's) for pronunciation evaluation and stress detection. These models usually associated various types of numeric metrics with individual syllables and used these metrics to compute distances between signals.
3. M.J.T. Smith Analysis by Synthesis/Overlap Add Sinusoidal Model (ABS/OLA) This algorithm analyzes the original speech signal and decomposes it into sinusoidal components. The speech signal can be recreated in such a way as to allow modifications such as time scaling and pitch variation without introducing significant artifacts to the recreated signal. We use ABS/OLA a. To analyze the user speech, identify the differences between the user speech and model speech, and play back a modified version of the model speech to enunciate the areas which need improvement.  
b. To make necessary modifications to the user speech in order to make it sound like the model speech.

Our future work will:

1. Investigate the reliability and efficiency of various feedback mechanisms across a broad range of students from Spanish 101 and 102.
2. Evaluate the impact this software will have on the communicative competence of the students in 101-102 Basic Spanish Courses by developing student sensitivity to the nuances of the spoken phrase which in turn, will result in significant improvement in both production skills (reading and writing) and communications skills (listening and speaking) of the students in these courses.

## Maria L Cooks

*Associate Professor, Foreign Languages and Literatures*

Professor Cooks has been teaching languages for over 20 years focusing on computer assisted language learning. She is the faculty coordinator for the Spanish Basic Program at Purdue University. Her major research interests are designing interactive multimedia web based courses and creating digital media instructional tools to improve, enhance, and accelerate the process of learning a second language. She has published several articles in the area of computer instruction and has created interactive CD\_ROM materials to accompany the textbooks used at Purdue.

## M. J. T Smith

*Dean of the Graduate School, Electrical and Computer Engineering*

Professor Smith has been engaged in teaching and research for 25 years. He routinely taught conventional courses and video distance learning courses, including graduate-level course in digital speech processing. He has co-authored four books on signal processing, wavelets, and filter banks, and has been active in speech processing research since 1982.

## Aaron Ault

*Research Coordinator, School of Electrical and Computer Engineering*

Aaron Ault has worked as Research Coordinator for the Center for Wireless Systems and Applications for almost 2 years. He has advised close to 100 students over 4 total years of involvement with the Vertically Integrated Projects (VIP) program. He is currently acting Technical Director for the eStadium project, advising undergraduate student teams on sub-projects ranging from wireless sensor networks to data mining to advanced web development to cognitive and software-defined radio. He has developed 2, 6-week courses to prepare students for participation in most VIP teams on the subjects of computer architecture/networking/C programming, and PHP/MySQL 3-tiered web development. He is currently active in Engineering Education research based around the VIP project-based experience.

## Web 2.0: Letting “Users Add Value” to On-line Learning

### Summary:

• Understand how Web 2.0 applications can aid in the development of student-engaging on-line courses • Gain knowledge of the multiplicity of tools available to promote interactive and collaborative learning • Utilize Web 2.0 applications to promote development of student generated content and resources • Develop confidence in their ability to implement Web 2.0 applications

### Description:

The nature of information has changed and become richly integrated into our culture. Information has changed in what it looks like, how we access and view it, how we can manipulate and use it, where we find it and how we communicate it. With the explosion of on-line learning in higher education in recent years, academicians have an excellent opportunity to utilize Web 2.0 dynamically rich resources to engage student learning.

Today's learners are always connected to their social network, crave experiential learning and interactivity, possess a fascination with new technologies, and are digitally literate. Academicians have an excellent opportunity with the use of Web 2.0 technologies to transform their teaching and learning strategies to more learner-centered, authentic, and collaborative experiences.

We will describe how students can play an active role in on-line courses in the following areas as well as the respective tools related to each:

- 1) Collaboration tools – virtual meetings, collaborative editing, blogs, micro-blogs and video-blogging, wikis, Google apps,
- 2) Aggregators – Netvibes, Delicious, and Brainify
- 3) Resource Development – Google images, Slide Share, YouTube/TeacherTube, podcasts, digital storytelling, e-books
- 4) Social Networks – Ning, LinkedIn, and Facebook

Implementation of Web 2.0 strategies and how they have been incorporated into on-line courses will be discussed from our personal experiences. We will discuss the good, the bad and the ugly. Through allowing students to actively participate in on-line courses, utilizing Web 2.0 technologies, students will become more engaged and have more fun learning.

### Julianne Gahimer

*Associate Professor of Physical Therapy, University of Indianapolis*

Julie Gahimer is an associate professor. Dr. Gahimer teaches in the areas of neurorehabilitation and educational methods in the professional curriculum and the core Neurological track course, Educational Methods and Materials, and an on-line Health Promotion course in the postprofessional program. She has participated in, conducted, and organized numerous continuing education courses and workshops throughout the country.

### Beth Kiggins

*Director, Center for Instructional Technologies, University of Indianapolis*

Beth Kiggins is the Director of the Center for Instructional Technologies and Assistant Professor of Instructional Technology at the University of Indianapolis. She works with faculty to integrate technology into teaching to enhance learning. Her responsibilities also include faculty development and distance learning. She is also a member of the University's Learning Resource Committee.

# Blogs, Landscape, Narrative: Blogging to link Ecoliterature and Experiential Learning

## Summary:

1. Integrating WordPress features for course management 2. Using blogs for journals, discussion questions, short essays, and other assignments 3. Gathering student experiences in one website and preserving a record of student responses 4. Providing a webspace to link course texts with experiential learning

## Description:

This presentation will focus on two distinct ways to integrate blogs in teaching: to facilitate questions, responses and analysis in the study of ecoliterature and wilderness philosophy; and, to document and track experiences in experiential learning. The course utilized WordPress software to facilitate these two aspects of blogging in a Winter Term class at DePauw University. Over the three weeks of the class, the WordPress blog allowed students to document and respond to west-central Indiana landscapes, which resulted in a full-class narrative. Many writers of ecoliterature explore the idea of landscape and narrative. In Barry Lopez's essay "Landscape and Narrative," he writes that he "think[s] of two landscapes--one outside the self, the other within." Later in the essay, he opines that "the interior landscape responds to the character and subtlety of an exterior landscape; the shape of the individual mind is affected by land as it is by genes." Blogging allowed the students to record their changing "interior landscapes" in response to the ideas in the ecoliterature readings and to hiking and exploring Indiana.

The WordPress site facilitated the expected interactivity and collaboration of Web 2.0. The page and blogroll functions provided excellent tools for course management and information gathering and dissemination. Moreover, students had to post reading-response blogs and discussion question comments for each class meeting, which improved the students' preparation for class discussion and led to more exposure to authors. In a three-week course, we read books by Jon Krakauer, Roderick Nash, Janisse Ray, and Terry Tempest Williams and numerous additional essays by relevant ecowriters. Without the WordPress blog, the class would not have been able to cover this much material and also generate shorter essays relevant to the readings.

Blogging also allowed students to record reactions and responses to the course's many field trips. Students experienced old-growth forests, pristine streams, rare ecosystems, and recovering ecosystems, all within an hour's drive of Greencastle, Indiana. These outdoor experiences directly related to the texts covered in the class. Throughout the term, many blogging assignments were designed to relate outdoor experiences to the readings in ecoliterature and wilderness philosophy. Moreover, each student's blog recorded their changing "interior landscapes." Each student's blog showed their own personal narrative. Each student's blog combined to create a landscape narrative of one January spent with books and the outdoors in Indiana.

## Kevin McKelvey

*Visiting Assistant Professor, University of Indianapolis*

Kevin McKelvey currently teaches writing, editing and publishing at the University of Indianapolis. Recent poems are forthcoming in *Cutthroat* and *The Pinch*.

# Creating the Perfect Practice Field with iFARM

## Summary:

Interactive Fundamental Agricultural Resource Materials (iFARM) was created to enhance the learning of the scientific principles of Agronomy through a hands on experience delivered via Blackboard to enhance the student's experiential learning. We will demonstrate a few of selected modules and discuss the student's learning objectives, which are varied according to the main subject represented in each module. The student's mastery of subject matters will be reviewed based on the data collected from pre/post tests in each module. We will review the student's mastery of the subject matter by discussing the results. We will include questions delivered for a select module, showing the questions released at the beginning of each module and at the end of each module. We will discuss the feedback received by the end of the semester through course evaluations as well.

## Description:

### Proposal

Interactive Fundamental Agricultural Resource Modules or "iFARM" is web-based interactive modules that demonstrate ways to approach complex agricultural situations which are viable to learning about plants, soils, and sustainable agroecosystems. During Summer 2008 the development team consisting of a subject-matter expert, a content writer, an instructional designer, and a multimedia developer was formed for the iFARM project. This project aimed for developing interactive multimedia modules for the delivery to an introductory agronomy course, AGRY 105, during Fall 2008. In this study, authors intended to investigate how the interactive modules affect on students' learning experiences both intellectually and psychologically. This study is designed in the matched-pairs experiment setting. The authors of the study hypothesized that the interactive modules will promote students' learning experiences both intellectually and psychologically. This assumption was checked based on the significant test for the improvement of students' learning. Overall, the authors wanted to find the ways to be more effective in teaching complex situations. The measurable outcomes were designed to be able to quickly understand what helps students learn more about plant, soil, and insect relationships, which might have otherwise take years of experience to gather the skills in the field. In conclusion, this recommended simulation (iFARM), will help alleviate these issues.

## Lori Snyder

*Assistant Professor, Purdue*

She is an Assistant Professor of Agronomy focusing on Sustainable Agriculture.

## Pil-Won On

*Sr. Educational Technologist, Purdue University*

She is a senior educational technologist for teaching and learning.

# Best Practices for Adobe Connect Meeting: Ingredients for the Best Online Meeting Experience

## Summary:

In this session, participants will learn best practices in ensuring the best experience possible for Adobe Connect Meeting hosts and participants. They will learn: 1. how to configure an Adobe Connect meeting room for best clarity for online participants 2. create and deploy multiple layouts for a session 3. dos and don'ts to running a Connect online meeting parallel with a face-to-face meeting 4. tips and tricks for avoiding technical problems 5. how to best customize and deploy Connect meeting pods for specific session purposes

## Description:

Professionals in the Instructional Development Center (IDC) has been using Adobe Connect Meeting for the past few years for many purposes:

- to record meetings, brownbags, and showcases,
- to host question-and-answer sessions, demonstrations, and lead synchronous online workshops, and
- to conduct consultations with faculty from their offices, troubleshoot problems with staff and faculty about Teaching & Learning Technologies (TLT) services, and to host learning materials and links needed for face-to-face training.

As a result, IDC has some stories to tell - and some expertise to share in the use of Adobe Connect Meeting, for a large variety of situations and settings.

IDC staff have collected what they have learned while using Adobe Connect Meeting and will share it during this session. Best practices for configuring meeting rooms, customizing meeting pods, and conducting online meetings will be shared. Specific recommendations will be made for typical online teaching, presentation, and sharing situations. Participants should come away with new ideas on how to use Connect.

## Donalee Attardo

*Senior Educational Technologist, Purdue University*

Donalee Attardo is a Senior Educational Technologist for the Instructional Development Center in Teaching & Learning Technologies (TLT). She assumes many responsibilities in coordinating, developing, and delivering training on a variety of topics in instructional design and technology. She is a Blackboard Vista Certified Trainer, and provides regular consulting with faculty on Blackboard Vista and instructional design, as well as other TLT technologies, such as Adobe Acrobat Connect, Turnitin, and many others.

## Hans Aagard

*Educational Technologist, Purdue University*

Hans Aagard is an Educational Technologist for Purdue University, where he has worked for a year. His responsibilities include training and consulting on Blackboard, Connect, and other distance education tools. He also manages a student trainer program. He received a Masters of Science from Purdue University in Educational Technology.

## Sangeetha Khichadia

*Educational Technologist, Purdue University*

Sangeetha Khichadia is an Educational Technologist with Teaching and Learning Technologies (TLT) at Purdue University. Ms. Khichadia has extensive experience working with faculty and staff in integrating technology towards creating hybrid and distance learning classes. Her background in computer science combined with her expertise in instructional design concepts, allow her to design and develop online instructional materials in addition to successfully evaluating instructional technologies. She has developed various web-based instructional materials and presented at several conferences about online learning.

# Teaching Over the Wire: Using Adobe Connect Meeting's New Features

## Summary:

In this session, users will learn about new features of Adobe Connect Meeting, including how to: - create and use all of the features of breakout rooms, - edit recordings on the Connect server, - download meeting recordings and view them offline, - incorporate Flash presentations created in Adobe Presenter in an online meeting, - more easily control access to the room and delegate permissions to other participants, and - access and download room and polling statistics.

## Description:

Much more than just videoconferencing software, Adobe Connect 7.1 introduces some new and exciting features for users. This presentation will demonstrate these new features live with remote and local participants. Emphasis will be given to using the new features in instructional situations.

**Breakout Rooms:** with Connect 7.1, meeting hosts can now create up to five "breakout rooms" on the fly during a meeting, distributing participants among the rooms for smaller group work and discussion. During breakout sessions, the meeting hosts can make announcements to all groups, visit each room if they wish, and bring content from any of the breakout rooms back into the main meeting room.

**Changes to Recordings:** one enhancement eagerly-awaited by users is the ability to download Connect meeting recordings. With Connect 6, recordings were stored in individual user accounts on the Connect server, and when the user left the university, their account and recordings were deleted. Connect 7.1 allows users to download their recordings from the server into an .flv format file, playable by a media player such as Adobe's free Media Player. Connect 7.1 also allows hosts to do simple edits to remove sections of an online meeting recording.

**Access and participant rights management:** meeting hosts can now block incoming attendees or guest access until they are ready for a meeting to begin. Attendees receive a customizable message and are then admitted automatically when the host allows. In addition, hosts can select individual attendees and grant them rights to use specific tools, such as audio, the Share pod, and many more. Participants can also raise their hands, and when the host or presenter approves, they are given the microphone to broadcast audio.

An additional and underused tool in Adobe Connect Meeting is its reporting. The presentation will include an exploration of how Connect tracks participants, meeting activity and polling answers.

## Ben Holmes

*Support Specialist, Purdue University*

Ben Holmes is a Support Specialist for Purdue faculty who use Adobe Connect, Blackboard, and other software packages to enhance the classroom experience. He received a Bachelor's in Sociology from Purdue in 2005. In addition to teaching and learning technology, he is interested in photography, film, film restoration, and multi-track audio recording.

## Sasi Benzigar

*Educational Technologist, Purdue University*

After getting an MA in Instructional Technology in 1996, Sasi joined with Teaching and Learning Technologies at Purdue University as an Educational Technologist. His job duties include consulting, training and support for all instructional tools supported by the Teaching and Learning Technologies at Purdue. Sasi is currently working on his doctoral dissertation from the University of Cincinnati, Cincinnati - Ohio.