Inspired Professional Learning.
Inspired Learning Professionals.

AECT International Convention
Las Vegas, Nevada • October 21-25, 2019
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Welcome to Las Vegas and the 2019 AECT International Convention!

*Inspired* denotes the extraordinary quality of the sessions at our convention, and we endeavor to improve ourselves through exceptional professional learning opportunities. *Inspired* also denotes to fill someone with the impetus or ability to do or feel, especially with creativity. As educators and learning professionals, we hope the convention sessions will inspire you to do and feel. This year we strove to offer influential, stimulating, exciting sessions that will spark fires in all of our attendees.

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

This year we received proposals from across our divisions and affiliates headquartered around the world. We achieved the largest number of proposals ever, and we have over 750 sessions for you to choose from in the program.

We are excited to introduce a number of fresh and new sessions and events during the convention this year.

We are hosting a record number of workshops with a record number of registrants for workshops. Where there are still open seats, I hope you will take advantage of one or more of the 27 workshops. Workshops will occur throughout the week, beginning on Monday morning (October 21) with multiple offerings each day. In particular, note the invited workshops with unique topics, experts, and nominal fees. Workshops require registration and some are limited.

Concurrent sessions, Panels, and Inspire! sessions will begin on Tuesday morning
Welcome to Las Vegas

Michael M. Grant  
University of South Carolina  
2019 International Convention Chair

John Curry  
Idaho State University  
2019 International Convention Co-Chair

(October 22) and will continue through Friday (October 25). Concurrent sessions will be 25 minutes each, and two sessions will be bundled together thematically for a 50-minute time slot. Panels and Inspire! sessions will be 50-minutes each. In addition to the fee-based workshops, we are excited to be offering a large number of Inspire! sessions for your professional development. New this year, Inspire! sessions do not require a preregistration and are included with your convention registration.

Poster sessions, the Design & Development Showcase, and the Graduate Student Assembly Research Award Posters are designed to showcase a project, program, process, activity, or the like in an informal setting. These presentations will be highlighted this year as part of a Gallery Walk, and all these sessions will occur at the same time, scheduled for Tuesday (October 22) afternoon. Enjoy some snacks and purchase a beverage to enjoy during your walk.

Roundtables are designed for small group discussion of specialized topics with the presenter leading the discussion. This participatory format allows for a highly interactive presentation. Like the poster sessions, roundtable sessions are set apart in our schedule in order to increase their prominence. Roundtables are scheduled for a 50-minute presentation on Thursday morning (October 24). We will inform attendees that may switch roundtables after 25 minutes.

The Birds of a Feather session is an opportunity for you to join colleagues in informal conversations about contemporary issues across our field. Our divisions are hosting over 60 different topics, and they invite you to join in with other like-minded individuals to discuss consequential topics.

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

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

We hope that everyone enjoys our gathering in Las Vegas!
2019 SCHEDULE AT-A-GLANCE

Sunday, October 20

7:00 am – 8:00 am  Interns meeting
12:00 pm – 5:00 pm  AECT Convention Registration (Convention Center Foyer)
2:00 am – 5:00 pm  JDFL Writers’ Workshop
3:30 am – 5:00 pm  2019 Convention Planning Work Session

Monday, October 21

5:00 am – 7:30 pm  Quiet Room
7:00 am – 5:00 pm  AECT Convention Registration
7:00 am – 5:00 pm  Technology Help Center (Board Room, downstairs Conference Rooms)
7:00 am – 8:00 am  Interns meeting
8:00 am – 11:30 am  AECT Board meeting
8:30 am – 4:00 pm  JDFL Writers’ Workshop
8:30 am – 3:50 pm  AECT Professional Development Workshops (1 ½ hour lunch break)
11:30 am – 12:50 pm  AECT Leadership Luncheon
1:00 pm – 3:50 pm  AECT Professional Development Workshops
1:00 pm – 3:50 pm  D&D-IDT Professor’s Forum
1:00 pm – 3:50 pm  AECT Foundation Board of Trustees meeting
1:00 pm – 5:50 pm  Early Career Symposium hosted by AECT & RTD [not confirmed]
1:00 pm – 1:50 pm  GSA Division Board meetings
4:00 pm – 5:30 pm  AECT First Timers Orientation
6:00 pm – 8:00 pm  AECT/D&D Instructional Design Competition supported by NATO Meet & Greet

Tuesday, October 22

5:00 am – 7:30 pm  Quiet Room
7:00 am – 5:00 pm  Technology Help Center
7:00 am – 7:50 am  Interns meeting
7:00 am – 7:50 am  Division meetings
7:30 am – 10:30 am  Early Career Symposium hosted by AECT & RTD
8:00 am – 5:00 pm  AECT Convention Registration
8:00 am – 10:50 am  Concurrent Sessions
8:00 am – 10:50 am  AECT Professional Development Workshops
8:00 am – 10:50 am  SICET Concurrent Sessions
10:30 am – 1:00 pm  Jenny K. Johnson International Hospitality Center
11:00 am – 12:50 pm  AECT Division, Affiliate & Committee Kickoff Luncheon
1:00 pm – 3:50 pm  Concurrent Sessions
1:00 pm – 3:50 pm  AECT Professional Development Workshops
1:00 pm – 3:50 pm  SICET Concurrent Sessions
1:00 pm – 3:50 pm  AECT/D&D Instructional Design Competition supported by NATO ACT
1:00 pm – 4:00 pm  Job Center
2:00 am – 3:50 pm  Division meetings
3:00 am – 3:50 pm  Committee meeting
4:00 pm – 5:30 pm  Gallery Walk with Poster Sessions and D&D Showcase
6:00 pm – 7:00 pm  STC Book Club Kickoff meeting
6:00 pm – 8:00 pm  TED Game Night
8:30 pm – 9:30 pm  Presidents International Affiliates Reception (By invitation only)

Wednesday, October 23

5:00 am – 7:30 pm  Quiet Room
7:00 am – 5:00 pm  AECT Convention Registration
Convention at-a-Glance

Thursday, October 24
5:00 am – 7:30 pm  Quiet Room
7:00 am – 5:00 pm  AECT Convention Registration
7:00 am – 5:00 pm  Technology Help Center
7:00 am – 7:50 am  Interns meeting
7:00 am – 8:00 am  Fun: Walk/Run
7:00 am – 7:50 am  AECT/D&D Instructional Design Competition supported by NATO ACT Breakfast
8:00 am – 5:00 pm  Book Store and Partners Tables
8:00 am – 10:30 am  AECT Foundation Board of Trustees
8:00 am – 9:50 am  Concurrent Sessions
8:00 am – 9:50 am  AECT Professional Development Workshops
10:00 am – 4:00 pm  Job Center
10:00 am – 11:50 am  Roundtables
10:30 am – 4:00 pm  Jenny K. Johnson International Hospitality Center
12:00 pm – 1:50 pm  TIL Luncheon and Membership meeting
1:00 pm – 2:50 pm  Past President’s Council Luncheon and Meeting
1:00 pm – 4:50 pm  Concurrent Sessions
1:00 pm – 3:50 pm  AECT Professional Development Workshops
2:00 pm – 2:50 pm  Emerging Technology Showcase
5:00 pm – 6:00 pm  AECT Membership Meeting, Meet the Candidates, AECT Awards, and AECT Foundation Awards
6:15 pm – 8:00 pm  Joint University Reception

Friday, October 25
5:00 am – 3:30 pm  Quiet Room
7:00 am – 12:00 pm  AECT Convention Registration
7:00 am – 12:00 pm  Technology Help Center
7:00 am – 12:00 pm  Book Store and Partners Tables
7:00 am – 7:50 am  Interns meeting
7:30 am – 8:30 am  2020 AECT Convention Planning Committee
8:00 am – 12:00 pm  AECT Board meeting
9:00 am – 11:50 am  Concurrent Sessions
9:00 am – 11:50 am  AECT Professional Development Workshops
RESTAURANTS, RESTAURANTS AND MORE RESTAURANTS!
The Westgate Resorts boasts some of the best high-end restaurants, all inside the resort. Also, there are a wide selection of other restaurants to fit everyone’s budget. Many of the high end restaurants are located in the hallway leading to the Convention Center. Many others are located throughout the Casino and in the North Tower of the hotel. The Concierge Desk will assist you with reservations. We strongly recommend you make a reservation in advance as these restaurants sell out quickly. Call 1-800-222-5361 for advance reservations.

BENIHANA
The world-famous (and world’s largest) Benihana, located inside Westgate Las Vegas Resort & Casino, offers one of the most exciting choices for a fine dining experience in Las Vegas! At Benihana, guests enjoy delicious Japanese menu options prepared exhibition-style by masterful chefs on Teppan grills. Exceptional choices include fresh sushi appetizers and entrées that feature free range chicken, New York strip steak, filet mignon and fresh lobster tail. The Benihana dining experience provides guests an authentic cultural adventure in a setting of lush Japanese gardens and flowing water features. Open daily at 5 pm
- Reservations: Call (702) 732-5755 (8 am – 4 pm) or (702) 732-5821 (4 pm – 10:30 pm)
- Group reservations, special group menus and private rooms are available.
- Note: Benihana is a non-smoking restaurant.
- Price: $30 and under

EDGE STEAKHOUSE
Edge Steakhouse takes you to the cutting edge of perfection. Enjoy an extensive menu that blends traditional American steakhouse favorites with an exciting array of specialty appetizers, creative entrées and innovative side dishes. The menu features top quality Aged Prime Steaks, Snake River Farm Wagyu Beef, fresh fish and seafood, and it includes more than a dozen other mouth-watering specialties. Guests can also indulge in a variety of unique tableside dining experiences, including a fresh seafood tower, a tableside prepared Caesar Salad and a delicious array of micro-desserts.
- Hours: Open Tuesday - Saturday at 5 pm
- Reservations: Call (702) 732-5755 (8 am – 4 pm) or (702) 732-5277 (4 pm – 10 pm)
- Group reservations, special group menus and private rooms are available.
- Note: Edge Steakhouse is a non-smoking restaurant.
- Open Table Winner Diner’s Choice 2016
- Price: $50 and over

FORTUNA
Open 24 hours a day, Fortuna features Starbucks coffee, delicious pastries, sandwiches and salads. Fortuna proudly serves Starbucks coffee, sandwiches, salads and pastries. Two seating areas provide an opportunity for you to relax, and mingle with friends, colleagues or future business partners. Keep up with the news on the TVs while you stay connected to the excitement at Westgate Las Vegas!
- Hours: Sunday - Thursday 4 am - 11 pm, Friday & Saturday 4 am - Midnight

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

Hours: Open Daily at 5 pm
Reservations: Call (702) 732-5755 (8:00 am – 4:00 pm) or (702) 732-5277 (4:00 pm – 10:00 pm)
Group reservations, special group menus and private rooms are available.

FRESH BUFFET
The Buffet at Westgate Las Vegas Resort & Casino features all of your favorite buffet selections, as well as flavors from around the world ranging from Chinese cuisine to seafood specialties.
Hours: (Please contact the resort for specific hours at 702-732-5277.)
Open Daily at 7 am to 5 pm, Sunday to 10 pm
Dress code is casual.
Note: The Buffet is a non-smoking restaurant.

RIKKI TIKI SUSHI
Enjoy fresh, authentic Japanese sushi at Rikki Tiki Sushi, which is located amid a peaceful setting that features lush gardens and the tranquil sounds of water cascading in the Koi pond.
Hours: Open Daily at 5 pm
Note: Rikki Tiki Sushi is a non-smoking restaurant.

SID’S CAFÉ
The menu items at Sid’s Café are diverse and delectable, ranging from appetizers and salads to burgers, sandwiches, main plates and desserts.
Hours: Sunday-Thursday 7 am – 10 pm, Friday and Saturday 7 am – midnight
Dress code is casual
Note: Sid’s Café is a non-smoking restaurant

SILK ROAD ASIAN BISTRO
A delightful eatery in a comfortable and intimate setting in the heart of Benihana Village, the new Silk Road Asian Bistro utilizes several culinary styles from Asia to create a unique fusion of amazing ingredients, flavors and presentations.
Hours: Open Daily at 5 pm
Reservations: Not required. The restaurant has open seating and accepts customers on a first-come, first-serve basis
Dress Code: Business casual
Note: Silk Road Asian Bistro is a non-smoking restaurant

SUPERBOOK DELI
Ideally located in the heart of the world’s largest race & sports book, the SuperBook Deli serves giant, freshly prepared New York deli-style signature sandwiches made only with the high-quality ingredients in a quick-service restaurant atmosphere. The menu at the SuperBook Deli includes burgers, salads and breakfast favorites.
Hours: Monday – Friday 11 am - 4:00 pm, Saturday 8 am - 4:30 am, Sunday 9 am – 4:00 am

MARKETPLACE
The Marketplace is your one stop shop for anything you may need while visiting the Westgate. You will find a variety of groceries and sundries including dairy and snacks items, frozen foods, Pepsi products and a large selection of iced cold beer, bottled wines, bottled waters and juices and pre-made sandwiches. Located in the North Tower
Hours: Open 7 days a week, 8 am - 11:pm. Closing hours are flexible, call Ext 49269 to confirm closing hours.
THE ICE CREAM SHOPPE
Open daily, The Ice Cream Shoppe proudly serves 12 all-natural ice cream flavors, as well as traditional sundaes, delicious milkshakes, ice cream soda favorites, Seattle’s Best Coffee and Mombo’s top-of-the-line, gourmet soft-serve custard for a tasty treat you’ll want again and again.
Hours: Monday - Thursday, 12:00 pm – 8:00 pm, Friday 12 pm - 10 pm, Saturday 8 am - 10 pm, Sunday 8 am - 8 pm

THE INTERNATIONAL BAR
Take a seat and experience the worldly flair of the brand new International Bar! The International Bar, located just off the steps from the main lobby. The International Bar offers your favorite cocktails and beers, as well as games at the bar, comfortable seating and large screens to view your favorite sports.
• Live Entertainment: Nightly 5:00 pm - 2:00 am
• Hours: Open Daily at 5:00 p.m.

FORTUNA SWIRL
Open 24 hours a day, Fortuna Swirl features delicious self-serve frozen yogurt with a variety of flavors such as Belgian chocolate, NY cheesecake, guilt-free strawberry and many others. Add your favorite toppings from Oreos, gummy bears, and sprinkles, to fresh fruit and more. Open Daily – 24 hours

NACHO TACOS AUTHENTIC MEXICAN
Nachos Tacos features authentic street-style tacos and nachos topped with your choice of full-flavored, carnitas, carne asada, barbacoa or al pastor – paired with Spanish rice and beans. They promise this awesome fare will take you back to your beach vacation and you wanting more Nacho Tacos. Located inside the SuperBook wing inside The Court
• Open: 11 am – 11 pm Daily*
• Contact: 702-732-5151
• *Hours vary on special event sports days.

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

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

MANILOW: LAS VEGAS
The Hits Come Home!

With 50 Top 40 Hits and 85 million albums…Barry Manilow returns to the International Theater at Westgate Las Vegas Resort & Casino with a night of non-stop hits.

This smash hit show has been extended through October 19, 2019! Barry Manilow will be appearing exclusively at the Westgate Las Vegas Resort & Casino through October 19, 2019 - Act quickly to secure your seats to see a performer beloved by millions in an unforgettable venue!

• Show Days: Thursday, Friday, and Saturday Nights (October 17, 18, 19, 2019)
• Location: Westgate International Theater • Doors Open: 6 pm • Show Starts: 7 pm • Ages: 5+

WALLACE @ WESTGATE
George Wallace, who has been selling out comedy clubs and concert venues all over the world, derives his comedy from the everyday and simply shares moments of life. He finds humor everywhere he turns—from media to relationships to dialogue clichés. At all costs, he avoids standard opening lines and is known to be an ace at reading an audience. Among other comics, Wallace is known as “the guy who can roll the room over” if it’s dead. “Wallace” began his career in comedy as a writer for “The Redd Foxx Show” and made a huge splash on the stand-up scene as one of 150 competitors on the cable television special “The Big Laugh Off.” Wallace captured first prize, which included club gigs all over the country. Recently, Wallace appeared in the hit show “Comedians in Cars Getting Coffee” with Jerry Seinfeld and starred alongside Morgan Freeman in the film “Just Getting Started.” He will be seen in the upcoming movie “The Last Laugh,” alongside Richard Dreyfus and Chevy Chase.

• Show Days: Tuesday through Saturday • Time: 8 pm (Doors Open 7:30 pm)
• Location: Westgate Cabaret • Prices*: $65 Balcony, $75 Main Floor, $95 VIP (front of room)
  *plus taxes and fees • Ages: 5+

THE MAGIC OF JEN KRAMER
The Magic of Jen Kramer features mind-boggling magic and mentalism, comedy, and audience participation. You’ll be amazed as Jen, who’s been featured on Penn & Teller: Fool Us and Masters of Illusion on The CW, predicts what you’re thinking, makes a signed hundred-dollar bill magically appear inside a tube of lipstick, and even creates a larger-than-life social media page on stage. You won’t want to miss this unforgettable evening of magical wonders and jaw-dropping fun!

• Show Days: Wednesday through Saturday • Time: 5:00 pm (Doors Open 4:30 p.m.)
• Location: Westgate Cabaret • Price: General Admission ($19.99 plus tax and fees) VIP Admission ($29.99 plus tax and fees) • Ages: All
Local Information

SHOPPING RIGHT HERE AT THE WESTGATE RESORT

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

PARADISE GIFT SHOP
Gifts, accessories, jewelry, snacks, sun care products and (limited) swimwear accessories can be purchased at Paradise Gift Shop.
Hours: 24 hours a day, seven days a week

BLYSS ACCESSORIES & APPAREL
Ideally located in the North Tower Retail Promenade Blyss features ladies apparel and accessories at great prices.
Hours: Sunday – Thursday, 11:00 am to 7:00 pm; Friday & Saturday: 11:00 am to 8:00 pm

MENS WEST MENSWEAR
Men’s casual sportswear, gifts and accessories for the business or vacation traveler. Located in the North Tower Retail Promenade.
Hours: Sunday – Thursday, 11:00 am to 5:00 pm; Friday & Saturday: 11:00 am to 8:00 pm

BLING BY BOGATTI
Get “More Bling, Less Sting” at Bling by Bogatti, which offers sterling silver cubic zirconia jewelry for a fraction of the cost.
Hours: Daily 9:00 am to 11:00 pm

NECTAR BATH TREATS
Inspired by edible sweet treats made from natural ingredients we maintain our desire to stay true to the brand by hand-crafting each individual soap and bath treat with love and care right here in Las Vegas, Nevada USA.
Hours: 10:00 am to 8:00 pm

THE SOURCE ELECTRONICS
Electronics, gadgets and more
Hours: 10:00 am to 8:00 pm

THE CABANA SHOP
The Cabana Shop features a full line of swimwear and sun-care products.
Hours: Daily, 10:00 am to 6:00 pm (weather permitting)

CONVENTION CENTER KIOSK
Open during all major convention periods, the Convention Center Kiosk offers beverages and snacks for sale.
Hours: Open based on convention traffic.

SERENITY SPA BY WESTGATE
Serenity Spa at Westgate Las Vegas Resort & Casino is a rejuvenating oasis amid the bustle and fun of one of the world’s most exciting places. Located adjacent to the pool, enjoy a wide range of treatments from Swedish massage and soothing body scrubs, to cleansing facials. Indulge in the luxury you deserve during the Vegas vacation getaway you’ve dreamed about. Please note: Guests must be 18 years of age to utilize the Spa Facilities and Service. Guests under 18 years of age can receive nail care services with a parent present. Reservations are Recommended!
Call (800) 880-3703 or (702) 732-5648 to book an appointment.
• Hours: Daily, 6 am - 7 pm
**THE SOURCE ELECTRONICS**
Electronics, gadgets and more
  Hours: 10:00 am to 8:00 pm

**THE CABANA SHOP**
The Cabana Shop features a full line of swimwear and sun-care products.
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**Meet the Candidates**

**MEET THE CANDIDATES FOR PRESIDENT-ELECT OF AECT**

Marshall G. Jones  
*Winthrop University*  
Professor of Learning Design and Technology

Ali Carr-Chellman  
*University of Idaho*  
Dean of the College of Education, Health, and Human Services
What’s New at Convention?

The Gallery Walk

Similar to an art gallery opening, the Gallery Walk will be a time to peruse and review all Poster Presentations and the Design & Development Division’s “D&D Showcase” examples. We hope it feels like a casual “wine and cheese” event.

This will be a dedicated time for convention attendees to enjoy some pre-dinner snacks and purchase a beverage at the pop-up bar that will be located inside of our convention area. All of the poster presentations will be displayed during this time, along with the D&D Showcase and the GSA Research Award winners. No other events scheduled at this time.

Currently, the Gallery Walk is scheduled on Tuesday, October 22, 2019, from 4:00–5:30 pm in the Pavilion Walk-thru.

Birds of a Feather

Birds of a Feather sessions are an opportunity to formalize some of the informal conversations so many of us look forward to when we attend AECT. The AECT divisions selected specific topics for the membership to discuss. Visit the Birds of a Feather sessions to see what others are doing to address the same issues you are dealing with.

The Birds of a Feather sessions will be held Wednesday, October 23, from 5:00 to 5:50 pm in Paradise North.
What’s New at Convention?

Inspire! Sessions

Inspired by the Journal Talks sessions at the AERA annual convention, this session will allow convention attendees to meet informally with editors from academic journals and with edited book projects. The editors will encompass AECT-sponsored publications, as well as others from across our field broadly.

Publication opportunities are a significant member benefit and convention attendee advantage. We want to promote the exceptional work our members and editors do by offering time dedicated for reviewers, authors, and potential authors or contributors to speak directly with the editors.

Currently, the Journal and Book Editors Roundtable Session is scheduled for Wednesday, October 23, 2019, from 4:00–4:50 pm in Paradise North.

Inspire! sessions focus on professional development opportunities for our members and convention attendees. These sessions encourage professional growth by obtaining new knowledge, skills, or strategies. They will last 50-minutes, and include high engagement between presenter(s) and attendees (e.g., hands-on activities, role playing, crowdsourcing, collaborative learning, game-based learning, etc.).

These sessions will be held throughout the week, and attendance is free!
This event brings the top professionals in the field together to interact with our attendees at an AECT-sponsored breakfast. This convention tradition allows members to engage in conversations on research topics and interests with the top scholars and AECT leaders. Come join us for this exciting event. Tickets are still available for purchase. The following leaders in our field are waiting to enjoy breakfast with you:

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<td>Rob Branch</td>
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<td>Ali Carr-Chellman</td>
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<td>12</td>
<td>Tristan Johnson</td>
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<td>George Veletsianos</td>
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<td>Marshall Jones</td>
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<td>Lin Lin</td>
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<td>David Wiley</td>
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<td>15</td>
<td>Min Liu</td>
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<td>Charles Wang</td>
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BWC Coordinator & Host: Ana Donaldson Northern Iowa, Retired
Convention Registration, Convention Center Foyer
Registering for the full AECT convention entitles you to an online convention program of the mobile application, name, badge and other premiums, and entry to convention sessions and special events. Limited quantities of printed convention programs are available and may be purchased at the registration desk. Note: some events require a ticket as indicated in the convention program.

AECT Registration Desk and Hours
The AECT Registration desk is located in the Convention Center Foyer.

Hours:
- Sunday, October 20: 12:00 pm – 5:00 pm
- Monday, October 21: 7:00 am – 5:00 pm
- Tuesday, October 22: 7:00 am – 5:00 pm
- Wednesday, October 23: 7:00 am – 5:00 pm
- Thursday, October 24: 7:00 am – 5:00 pm
- Friday, October 25: 7:00 am – 12:00 pm

Purchasing Tickets for Meal & Workshop Events
All members are advised to verify that any meal and/or workshop tickets purchased in advance are included with your convention materials at registration check-in. If the tickets you pre-purchased in advance are not in your registration packet, please correct this problem before leaving the registration desk. If you did not pre-purchase a ticket for a meal event that you would like to attend, purchase it at this time. Tickets will be available for purchase on a space available basis and must be purchased by 12 noon the day prior to the meal event. Arrive early and pick up your meal ticket(s).

Food and Beverage Express Available, Pavilion Walk Thru (Pavilion 5)
For a quick lunch, visit the Food Express located in the Pavilion Walk-Through. Enjoy a variety of Breakfast and Lunch items that will fit anyone’s appetite, including chips and soft drinks.

Quiet Room available in Conference Room 6
Monday through Thursday, 5:00 am – 7:30 pm, Friday, 7:00 am – 3:30 pm

AECT Book Store, Convention Center Foyer
Stop by the book store to review and/or buy your copy of AECT’s newest publications. Books will be on sale during regular registration hours. We are located near the AECT Registration Desk.

Social Media, Pavilion Walk Through (Pavilion 7) #AECT19
Use #AECT19 on all social media outlets to digitally interact during the convention! A scrolling feed will be on display near registration to share the latest tweets, pics, and more. Announcements and convention news will also be shared with the #AECT19 hashtag.

Hours:
- Monday: 8:00 am – 6:00 pm
- Tuesday: 8:00 am – 6:00 pm
- Wednesday: 8:00 am – 6:00 pm
- Thursday: 8:00 am – 6:00 pm
- Friday: 9:00 am – 12:00 pm

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

AECT Technology Help Center–Board Room, Conference Rooms Main Level
AECT’s Technology Help Center is open Monday through Thursday, 7:00 am – 5:00 pm, Friday, 7:00 am – 12:00 pm, as a service to AECT speakers. Graduate students enrolled in US and foreign IT programs volunteer their time and energy to help with presentation equipment set-up. If you have special equipment needs, or issues with the standard equipment provided in the presentation rooms, you may come by the Board Room, located on the first level of the conference rooms for help. Please take a moment to thank the volunteers and show your appreciation for their support. Their efforts help this convention run smoothly.
Jenny K. Johnson International Hospitality Center, Convention Center, Pavilion Walk-Through, (Pavilion 8)
The Jenny K. Johnson Hospitality Center is a welcome center open to all international convention attendees. The center is designed to allow international delegates with similar interests and concerns an opportunity to network, relax and meet colleagues with similar interest and concerns an opportunity to network, relax, and meet colleagues with similar professional interests. Volunteers from the International Division will be on hand to assist international delegates whenever possible. Hours are Tuesday, 10:30 am – 1:30 pm, Wednesday and Thursday, 10:30 am – 4:00 pm.

Recharge-Refuel Center, Pavilion Walk-Through, (Pavilion 1)
AECT wishes to welcome all our members and guests to the 2019 Convention! First Timers, Retired Members, International Members, Graduate Students, and ALL attendees. There will also be a few charging stations available to plug-in and re-charge your mobile devices to keep you up and running! Please use the Recharge-Refuel Center as a space to gather anytime during the conference to meet new colleagues, greet old friends, or just connect with others!

Graduate Student Center – Conference Room 4, Conference Rooms, Main Level
The Graduate Student Assembly (GSA) welcomes all graduate students to take a break, meet with fellow graduate students and interact with AECT leaders. Be sure to check the program for concurrent sessions sponsored by GSA that are of special interest to graduate students.

Research Proceedings
AECT’s Convention Research Proceedings, Vol. 1 and Vol. 2, will be available online after the convention, as a downloadable member benefit. Members will be notified by email announcement when the proceedings are available online. Advanced orders for print copies for the 2019 Convention Research Proceedings can be purchased for $80.

Job Center – Pavilion Walk-Through
The Job Center is open Tuesday 1:00 pm - 4:00 pm, Wednesday 10:00 am -11:00 pm, and Thursday 10:00 am -4:00 pm.

Do you have an upcoming opening? Are you in the job market? Stop by the Job Center to post a position description or check out the open positions listed and chat with one of our volunteers about reserving the interview. You can also participate in the Job Center virtually using the following links (case sensitive):

Job Center Information:

Position Posting Form:

Position Interest Form:

Interview Room Schedule Form:

Job Center Interview Room Schedule:
http://bit.ly/InterviewRoomScheduleForm2019

AECT 10th Annual 5K Run/Walk
AECT is proud to host the 10th Annual 5K Run/Walk. This event, coordinated by Regina Kaplan-Rokowski, is scheduled Thursday, 7 am-8 am. No prior registration is necessary. Meet in the Paradise Event Center Foyer by 6:45 am to participate. Be sure to wear comfortable running/walking shoes and lightweight clothing. And, remember to bring your own bottled water.

Lost and Found
Lost and found items can be turned in to the AECT Registration Desk located in the main level of the convention center foyer. We will make every effort possible to return a lost item to its rightful owner.
Westgate Resort Hotel Services
Westgate Las Vegas Resort & Casino is celebrated for its expansive variety of suites, abundant onsite amenities, superb customer service and prime location adjacent to the Las Vegas Convention Center. Westgate Las Vegas Resort & Casino boasts an extraordinary array of services and amenities, from the World’s Largest Race & Sports Book to the world-famous Benihana. In addition, Westgate Las Vegas Resort & Casino offers a Las Vegas Monorail onsite for easy access to visit the rest of the excitement on the Las Vegas Strip. Tickets are available inside the hotel at the Bell Staff Desk at the end of the main lobby.

Address:
The Westgate Resort and Casino
3000 Paradise Rd, Las Vegas, NV 89109
Check-In Time: 3 pm
Check-Out Time: 11 am
Free Parking
A wide variety of services are offered at the Westgate Resort Hotel. Take advantage of the services and amenities they offer.

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

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

• Name
• Hotel Confirmation Number
• Begin Rental Date
• End Rental Date
• Daytime Telephone Number
• Cell Phone Number
• Credit Card Number and Expiration Date
• Tell the agent whether you wish to rent a Wheelchair or a Scooter. Also let the agent know if wish to rent a standard size scooter or an oversized scooter.

Business Center
FedEx Office Business Center, Westgate Resort
Located at the end of the Westgate Ballroom South Foyer.
• Phone: 702-862-4104
• E-mail: usa5711@fedex.com
• Hours of Operations: 7 am - 7 pm–7 days a week.
• Holiday hours may vary; please call to confirm.

Full-service business center with printing, copying and binding services
Computer rental, scanning, faxing and internet available 24 hours, 7 days a week
Place an order online or stop by our center conveniently located within the meeting and convention space.

• We print signs, banners, posters, tent-cards, brochures, flyers or presentations
• Provide Faxing Services
• Binding Services
• Computer rental
• Graphics Services
• Packing Services
• FedEx Express & FedEx Ground shipping service.

Concierge Services
The Concierge Desk at the Westgate Resort provides guests with access to the most extensive selection of shows, restaurant reservations, tours and front-of-the line nightclub passes. Be sure to book services in advance for the best tickets and seats.’ Also, feel free to tap their experts for general Las Vegas information, directions and maps.

• Location: Main hotel lobby next to the hotel Registration Desk.
• Contact Information: (800) 222-5361, Option 3.

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

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

- Reservations: 702-732-5648
- Hours: Daily 6:00 am - 8:00 pm
- Location: 3rd Floor Pool Deck
- Admission: $20 (one day), $36 (two days), $51 (three days), $75 (five days).
- Indoor Ticketing Desk
- Hours: Sunday-Thursday, 9 am - 9 pm, Friday and Saturday, 9 am - 9 pm.
- Outdoor ticketing Kiosk
- Hours: 24/7
- Outdoor Ticket Booth
- Hours: Friday-Sunday, 10 am - 6 pm

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

- Hours: Daily 9:00 am - 6:00 pm
- Location: 3rd Floor Pool Deck
- Cabana Rental: Monday-Thursday: $150 full day/$75 Half-Day Rental.
- Saturday/Sunday: $200 half day/$100 Half Day.
- Cabana Reservations: 702-32-5111. Ask for “cabana reservations”.

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

- Six Hard Courts (four lighted)
- Private and Group Lessons
- Tennis Welcome Center
- Court Rentals
- Ball Machine
- Reservations: (702) 732-5009
- Reservation Hours: 8 am – Noon

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

- Court Rental: $20/hr. (guests); $25/hr. (non guests); $10/hr. (local residents)
- Racket Rental: $10 per person
- Ball Machine Rental: $35/hr.
- Private Lessons: $75/hr. (guests); $85/hr. (non guests) $65/hr. (local residents)*

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

**Golf**
Make your Las Vegas vacation truly special by teeing off at the exclusive Las Vegas Country Club (LVCC), which lies adjacent to Westgate Las Vegas Resort & Casino! A pristine 18-hole golf course with bent grass greens, the LVCC offers beautiful views of the Las Vegas cityscape and provides a truly unique visual experience to accompany the finely manicured course. Our long-standing relationship with the LVCC allows our guests an exclusive opportunity to play on this world-class, private Las Vegas golf course. Play on the same course as professional golfers, as the LVCC once hosted the PGA’s Las Vegas Invitational and the LPGA’s Takefuji Classic. Remember the scene from the movie Casino, where the airplane lands on the fairway? That was all filmed-on location at the LVCC. Plan your golf adventure today!

Daily golf tee Times: $59 One-Day Golf Special per
General Information

person! Features 18 holes of golf. Mandatory golf cart for additional fee.

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

**Transportation from the Westgate Resort**

**Las Vegas Monorail**

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

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

**Enterprise**

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

**LASxpress**

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

**Lyft - Rides in Minutes**

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

- Step 1: Download the Lyft App on your smartphone
- Step 2: Enter WESTGATERESORT in the Payment Section/Promo Code Area
- Step 3: Request a Lyft
Educational Partners

AECT EDUCATIONAL PARTNERS  TABLETOP EXHIBITS

Ballroom Promenade, Westgate Resort and Convention Center
(Near the AECT Registration Desk)

Please take time to stop by the tabletop exhibits and “thank” them for being there. You’ll see what’s new and available to professionals like you in the field of instructional technology. Tabletop exhibits are open:

Tuesday, Oct. 22, 8:00 am – 4:00 pm  
Wednesday, Oct. 23, 9:00 pm – 5:00 pm  
Thursday, Oct. 24, 8:00 am – 4:00 pm

AECT Design & Development Competition

AECT Foundation  
Baker University  
Brill | Sense Publishers  
East Carolina University  
Florida Gulf Coast University  
Mississippi State University  
Morehead State University  
NetDragon Websoft Holdings Limited  
North Atlantic Treaty Organization  
Routledge Taylor & Francis Publishers  
Springer Publishing  
University of New Mexico  
University of North Texas  
University of Tennessee Knoxville  
University of South Carolina  
Virginia Tech
Planning Committee

2019 AECT INTERNATIONAL CONVENTION PROGRAM PLANNING COMMITTEE
Michael M. Grant, AECT President-Elect and International Convention Chair, University of South Carolina
John Curry, Idaho State University, 2019 International Convention Co-Chair

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Culture, Learning, and Technology
Deepak Prem Subramony, Kansas State University

Design and Development
Jill Stefaniak, University of Georgia

Distance Learning
Rebecca M. Reese, Colorado School of Mines

Emerging Learning Technology
Eric Stauffer, James Madison University

Graduate Student Assembly
Nate Turcotte, Penn State University

International Division
Seungoh Pack, University of Hawaii

Learner Engagement
Kay K. Seo, University of Cincinnati

Organizational Training and Performance
Holly Handley, University of West Florida

Research and Theory
Eunjung Grace Oh, University of Illinois at Urbana-Champaign

Systems Thinking and Change
Suha Tamim, University of South Carolina

Teacher Education
Craig E. Shepherd, University of Memphis

Technology Integrated Learning
Tamera Hudnell, Portsmouth Public Schools

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Larry Vernon, Electronic Services Director
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Dalinda Bond, Conference Scheduler and AECT Technology Center Manager
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cLearning Africa
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Chinese Association for Educational Technology
Educational Technologist Consortium of Thailand
Graduate Student Assembly
Hong Kong Association of Educational Communications and Technology
Indonesian Professional Association of Educational Technology
International Visual Literacy Association
Japan Society for Educational Technology
Korean Society for Educational Technology
Leadership Development Committee
Malaysia Educational Technology Association
New England School Library Association
New Jersey Association of School Librarians
Pennsylvania Association of Educational Communications and Technology
Professors of Instructional Design and Technology
Society of International Chinese in Educational Technology
Taiwan Association of Educational Communications and Technology
Virtual Worlds

ACKNOWLEDGEMENTS
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Breakfast with Champions Coordinator
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Please Join Us for the AECT Joint University Reception on Thursday, October 24th from 6:15 to 7:30 pm in *Paradise North*

- **Baker University**
  Host: Marcus Childress

- **Boise State University**
  Host: Ross Perkins

- **East Carolina University**
  Host: Ya-Huei Lu

- **Florida Gulf Coast University**
  Host: Rob Kenny

- **Florida State University**
  Host: Allan Jeong

- **Idaho State University**
  Host: John Curry

- **Indiana University**
  Host: Krista Glazewski

- **Mississippi State University**
  Host: Trey Martindale

- **Morehead State University**
  Host: Chris Miller

- **Old Dominion University**
  Host: John Baaki
Please Join Us for the AECT Joint University Reception on Thursday, October 24th from 6:15 to 7:30 pm in Paradise North

Penn State University
Host: Josh Kirby

Purdue University
Host: Sunnie Watson

Radford University
Host: Holly Cline

University of Georgia
Host: Rob Branch

University of South Carolina
Host: Fatih Ari

University of Tennessee, Knoxville
Host: Craig D. Howard

University of Hawai‘i/Mānoa
Host: Curtis Ho

University of North Texas
Host: J. Michael Spector, Karen Johnson

Virginia Tech University
Host: Barbara Lockee

Utah State University
Host: Andy Walker

University Reception Participants
Your Avenue to 21st Century Jobs

Our graduates play key roles in education and business settings as:

- Career and technical education instructors
- Higher education faculty members
- Instructional designers
- Technical consultants, coordinators and directors
- Web designers and developers

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Meet the Addie Kinsinger Interns

The Addie Kinsinger Leadership Development Program is designed to identify graduate students and new professionals with significant potential to provide leadership for AECT and in the broader field. The application emphasizes leadership experiences and goals for both AECT and the professional field. Recipients are provided a behind-the-scenes view of convention operations, contact with many AECT leaders and members, and they are paired with a mentor who works with them throughout the year following the convention to foster leadership development.

Megan C. Murtaugh
Independent Consultant
2019 Intern Program Coordinator

Nate Turcotte
Earl F. Strohbehn Intern
Nate Turcotte is a Ph.D. candidate in the Learning, Design, and Technology program at Penn State University. His research explores teaching and learning across formal and informal technology-enhanced learning settings. Currently, he is particularly interested in the teaching and learning of golf instructors and students in a technology-rich Golf Teaching and Research Center (GTRC). Nate is also an active member in AECT and is currently finishing up his term as the GSA president.

Lauren Bagdy
Lee W. Cochran Intern
Lauren Bagdy is a doctoral candidate in Instructional Systems and Learning Technologies at Florida State University. Her research interests include informal learning, learning in online social networks, and open educational resources. Lauren joined AECT in 2016 and is an active member of Technology Integrated Learning and the Graduate Student Assembly. She will serve Technology Integrated Learning as the communications officer following the Las Vegas convention.

Kiran Budhrani
Lee W. Cochran Intern
Kiran Budhrani is a Doctoral Candidate and Instructional Designer at the University of North Carolina at Charlotte. Her current research is in the area of design epistemology, specifically examining course design knowledge and practice among STEM faculty-designers in higher education through visual blueprints. Kiran has been actively involved with AECT for more than three years. She currently serves as the communications officer and incoming president for the Graduate Student Assembly (GSA) of AECT.
AECT EARLY CAREER SYMPOSIUM

Sponsored by AECT in 2019, the Research & Theory Division Early Career Symposium is an opportunity for early career faculty and advanced graduate students to receive one-on-one mentoring from professionals in our field on the topics of planning a research agenda, searching for research funding, and focusing in on appropriate professional development given research interests and career goals.

MENTORS

**Dr. Danilo Baylen** is a professor of Instructional Technology in the Department of Educational Technology and Foundations at the University of West Georgia. He completed graduate degrees in instructional technology, elementary studies, library and information studies, and counseling. Before his faculty position, he worked as an instructional designer, IT services director, and faculty developer in higher education institutions. He teaches, conducts research, and publishes on effective technology integration practices, visual and media literacy, development of creative thinking and collaborative learning skills in young children, and program evaluation. In 2018, he led an editorial team and published an online book selected readings titled Senses and Experiences for the International Visual Literacy Association (IVLA). Currently, he continues to lead as editor-in-chief of the forthcoming 2019 and 2020 collection of selected readings.

**Dr. Krista Glazewski**, a former middle school science teacher, is an Associate Professor and Department Chair of Instructional Systems Technology at Indiana University exploring means of supporting teachers as they adopt new technological and curricular innovations. Her partnership work has spanned multiple regions in the U.S. to investigate how and under what conditions teachers might adopt and adapt new practices. She currently serves as Editor of the Interdisciplinary Journal of Problem-Based Learning, an open-access journal that publishes peer-reviewed articles of research, analysis, or promising practice related to all aspects of problem- or inquiry-based learning.

**Dr. Charles Graham** is a Professor and the Department Chair of Instructional Psychology and Technology at Brigham Young University. He loves doing research with his students and published with them frequently. His research interests include technology-mediated teaching and learning, with a focus on the design and evaluation of blended and online learning environments. He also researches the use of technology to enhance traditional teaching and learning. He currently has a coauthored, free online book for K-12 teachers and administrators focusing in four key blended teaching competencies: K-12 Blended Teaching: A Guide to Personalized Learning and Online Integration.

**Dr. Enilda Romero-Hall** is an Associate Professor in the Department of Education at The University of Tampa. She is also the Graduate Coordinator of the Instructional Design and Technology program. In her research, Dr. Romero-Hall is currently exploring different topics in the instructional design and technology field related to digital and computer-based instruction and learning. Her research interests include: multimedia design and development, gaming and simulations, the design of human-computer interaction, formal and informal learning in online social communities, and online, blended, and multimodal education.
Dr. Andrew Walker is an Associate Professor and Department Head in Instructional Technology and Learning Sciences at Utah State University. Dr. Walker cares about helping his students engage with learning experiences that will prepare them for what they’ll experience in their careers. In his research, he uses approaches that allow research to happen in the real world, rather than in clinical settings. His research focuses on understanding what happens in Problem-Based Learning and finding new ways of assessment and analysis with innovative meta-analysis methods. Some of his favorite students to work with have brought existing passions to the table, including attachment theory, interests in graduate level academic writing, or STEM.

MENTEES

Early Career Faculty
- Dr. Tasneem Anwar
  The Aga Kahn University
- Dr. Logan Arrington
  University of West Georgia
- Dr. Jim Bywater
  James Madison University
- Dr. Yvonne Earnshaw
  University of Memphis
- Dr. Nandita Gurjar
  University of Southern Iowa
- Dr. Yi-Chan (Janet) Liao
  East Carolina University
- Dr. Kei Tomita
  Kennesaw State University
- Dr. Lin Zhong
  Southern Illinois University Carbondale

Advanced Doctoral Students
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- Zui Cheng
  Purdue University
- Noah Glaser
  University of Cincinnati
- Shamila Janakiraman
  Purdue University
- Hamid Nadir
  Indiana University
- Ahmed Lachheb
  Indiana University
- Natercia Lourinho Moura Do Valle
  University of Florida

SYMPOSIUM COORDINATORS

Dr. Heather Leary is the Symposium Professional Development Coordinator. She is an Assistant Professor of Instructional Psychology & Technology at Brigham Young University. She received her PhD in Instructional Technology & Learning Sciences from Utah State University in 2012, was a postdoc at the University of Colorado Boulder from 2011-2015, and designed online curricula for Brigham Young University-Idaho from 2015-2016. Her research interests include professional learning for K12 and higher education teachers, problem-based learning, STEAM, 21st century skills, open educational resources, self-directed learning, and technology integration.

Dr. Wanli Xing is the Symposium Professional Development Coordinator Elect. He is an assistant professor in the Instructional Technology program at Texas Tech University. His research interests are learning analytics and learning sciences especially using data to enhance learning, assessment, and collaboration. The key idea behind his work is to draw insights from rich learning theory models and pair them with computational models that automatically capture the essence of what is happening in a learning situation for achieving impact on learning.
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Angelica Pazurek (2022)
Learner Engagement Division
612-625-0320
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Robert Doyle (2020)
International Affiliate Representative
617-495-0757
rdoyle@fas.harvard.edu
NEW Inspire! sessions focus on professional development opportunities for our members and convention attendees. These sessions should encourage professional growth by obtaining new knowledge, skills, or strategies. These sessions will last 50-minutes, and they should include high engagement between presenter(s) and attendees (e.g., hands-on activities, role playing, crowdsourcing, collaborative learning, game-based learning, etc.). There are no fees for attending these sessions.

**DDL Inspire! Teaching to D2: Transitioning from f2f teaching to online design and delivery**  
*Tuesday, Oct. 22 8:00 am to 8:50 am - Convention Center - Pavilion 9*

**LED Inspire! Put a ring on it: The union between learner engagement and learner experience design**  
*Tuesday, Oct. 22 8:00 am to 8:50 am - Convention Center - Conference Rm 8*

**TIL Inspire! Get Your Groove On: Hour of Code AECT-style**  
*Tuesday, Oct. 22 9:00 am to 9:50 am - Convention Center - Conference Rm 12*

**AECT Inspire! Its Our Course! Prototyping Collaborative Design Approach**  
*Tuesday, Oct. 22 10:00 am to 10:50 am - Convention Center - Ballroom A*

**INTL Inspire! Practical Instructional Problems & Solutions: The Learning Activity Workbook**  
*Tuesday, Oct. 22 10:00 am to 10:50 am - Convention Center - Conference Rm 11*

**DDL Inspire! Movers Wanted: Movers of Learning Content**  
*Tuesday, Oct. 22 1:00 pm to 1:50 pm - Convention Center - Pavilion 10*

**D&D Inspire: Learner and User Experience Research: An Introduction for the Field of Learning Design & Technology**  
*Tuesday, Oct. 22 2:00 pm to 2:50 pm - Convention Center - Ballroom A*

**TED Inspire! Creativity Tools in Native IOS Apps**  
*Tuesday, Oct. 22 2:00 pm to 2:50 pm - Convention Center - Conference Rm 9*

**D&D Inspire! There is No Universal Design: Factors Affecting the Visual Perceptions of Instructional Materials**  
*Tuesday, Oct. 22 3:00 pm to 3:50 pm - Convention Center - Ballroom A*

**LED Inspire! Engaging Your Students in Inter-disciplinary Design Challenges through NASA NSPACE Activities**  
*Tuesday, Oct. 22 3:00 pm to 3:50 pm - Convention Center - Conference Rm 8*

**SICET Inspire! What They Didn’t Teach You in Graduate School: A Discussion Panel for Chinese Graduate and Visiting Students in LTD**  
*Wednesday, Oct. 23 9:00 am to 9:50 am - Convention Center - Conference Rm 7*

**STC Inspire! Translating Theory to Practice**  
*Wednesday, Oct. 23 9:00 am to 9:50 am - Convention Center - Conference Rm 14*

**TED Inspire! Introduction to Block Programming with Sphero Robotics**  
*Wednesday, Oct. 23 9:00 am to 9:50 am - Convention Center - Conference Rm 9*

**D&D Inspire! Using a Visual Design Plan Worksheet to Guide Faculty through the Instructional Design Process**  
*Wednesday, Oct. 23 10:00 am to 10:50 am - Convention Center - Pavilion 9*

**OTP Inspire! Be Inspired: Constructed Mentorships for Aspiring Distance Learning Administrators**  
*Wednesday, Oct. 23 11:00 am to 11:50 am - Convention Center - Conference Rm 13*

**DDL Inspire! ITV and Apple TV: Engaging Students in a Synchronous Distance Learning Environment**  
*Wednesday, Oct. 23 1:00 pm to 1:50 pm - Convention Center - Pavilion 10*

**[NR]TED Inspire! Flipperentiation - Developing a Differentiated, Classroom Environment Through an In-Class Blended Learning Approach to Instruction.**  
*Wednesday, Oct. 23 1:00 pm to 1:50 pm - Convention Center - Conference Rm 9*

**[NR]AECT Inspire! Think Different! A Card Game to Inspire Creativity and Foster Multiple Perspectives**  
*Wednesday, Oct. 23 2:00 pm to 2:50 pm - Convention Center - Pavilion 6*

**D&D Inspire! Designing for Success: Active Learning Strategies to Teach Transferable Instructional Design Skills to Graduate Students**  
*Wednesday, Oct. 23 3:00 pm to 3:50 pm - Convention Center - Ballroom A*
STC Inspire! Professional Development Framework  
Wednesday, Oct. 23 3:00 pm to 3:50 pm - Convention Center - Conference Rm 14

INTL Inspire! Growing Together with Social Media: AECT Graduate Student Assembly Across Borders  
Wednesday, Oct. 23 4:00 pm to 4:50 pm - Convention Center - Conference Rm 11

LDC Inspire! Cross-Divisional Leadership: Building a Community of Leaders  
Wednesday, Oct. 23 4:00 pm to 4:50 pm - Convention Center - Pavilion 9

[NR]SICET Inspire! Write and Publish High Quality Research: Issues, Tips, Cautions and Technology Tools  
Wednesday, Oct. 23 4:00 pm to 4:50 pm - Convention Center - Conference Rm 7

TIL Inspire! Technology Inclusive Music Classroom  
Wednesday, Oct. 23 4:00 pm to 4:50 pm - Convention Center - Conference Rm 10

CLT Inspire! Online Microaggression: Striving for Equitable and Inclusive Learning Environments  
Thursday Oct. 24 8:00 am to 8:50 am - Convention Center - Pavilion 9

AECT Invited Session—What Every Educator Should Know about Copyright & Trademarks  
Thursday Oct. 24 9:00 am to 9:50 am - Convention Center - Conference Rm 7

[NR]D&D Inspire! Git into It: Harnessing the World’s Most Popular Open-Source Software Platform for Education  
Thursday Oct. 24 9:00 am to 9:50 am - Convention Center - Ballroom A

OTP Inspire! Using Job-Focused Objectives to Improve Learning Transfer  
Thursday Oct. 24 9:00 am to 9:50 am - Convention Center - Conference Rm 11

AECT Invited Session—Q & A session on What Every Educator Should Know about Copyright and Trademarks  
Thursday Oct. 24 1:00 pm to 1:50 pm - Convention Center - Conference Rm 7

D&D Inspire! Helping SMEs Avoid Fake Learning Outcomes  
Thursday Oct. 24 1:00 pm to 1:50 pm - Convention Center - Pavilion 9

TED Inspire! Utilizing Technology  
Thursday Oct. 24 1:00 pm to 1:50 pm - Convention Center - Conference Rm 9

[NR]AECT Inspire! Framing ID/HPT project scopes that matter: How can I demonstrate value?  
Thursday Oct. 24 2:00 pm to 2:50 pm - Convention Center - Pavilion 4

DDL Inspire! Ford the River!: Adopt & Adapt OER through the Oregon Trail Game  
Thursday Oct. 24 2:00 pm to 2:50 pm - Convention Center - Pavilion 10

OTP Inspire! Inspired Innovation: Creating Mobile-Based Microlearning Content with Talent Cards  
Thursday Oct. 24 2:00 pm to 2:50 pm - Convention Center - Pavilion 9

AECT Inspire! Defining and Describing Learning: A World Café guided discussion  
Thursday Oct. 24 3:00 pm to 3:50 pm - Convention Center - Ballroom G

LED Inspire! Sketchnoting: The Evolution of Notetaking In Digital Age?  
Thursday Oct. 24 3:00 pm to 3:50 pm - Convention Center - Conference Rm 8

TED Inspire! Preparation for K-12 blended teaching: A competency-based approach  
Thursday Oct. 24 3:00 pm to 3:50 pm - Convention Center - Conference Rm 9

AECT-IVLA Inspire! Evaluating the Effectiveness of Visual Thinking Strategies Training  
Thursday Oct. 24 4:00 pm to 4:50 pm - Convention Center - Pavilion 9

LED Inspire! Inspiring Self-Directed Learning Using Self-Determination Theory  
Thursday Oct. 24 4:00 pm to 4:50 pm - Convention Center - Conference Rm 8

CLT Inspire! Safeguard Your Online Persona by Using Various Techniques and Technologies  
Friday Oct 25 9:00 am to 9:50 am - Convention Center - Conference Rm 1

D&D Inspire! Applying Socio-Cultural Theoretical Lenses  
Friday Oct 25 9:00 am to 9:50 am - Convention Center - Pavilion 6

D&D Inspire! Applying Socio-Cultural Theoretical Lenses to Strengthen Problem-Based Learning: Collaboratively Constructing Recommendations  
Friday Oct 25 9:00 am to 9:50 am - Convention Center - Pavilion 6
Inspire! Sessions

LED Inspire! EdTech Mystery Series
  Friday Oct 25  9:00 am to 9:50 am - Convention Center - Conference Rm 8

RTD Inspire! Be Inspired in a Collaborative Research Team
  Friday Oct 25  9:00 am to 9:50 am - Convention Center - Pavilion 3

STC Inspire! What is your mental model?
  Friday Oct 25  9:00 am to 9:50 am - Convention Center - Conference Rm 5

[NR]AECT Inspire! Navigating Conflict and Professional Challenges
  Friday Oct 25  10:00 am to 10:50 am - Convention Center - Conference Rm 13

D&D Inspire! The Trends in IDT Database
  Friday Oct 25  10:00 am to 10:50 am - Convention Center - Pavilion 6

LDC Inspire! Design in the Open | Professional Learning Strategies to Build your Professional Presence
  Friday Oct 25  10:00 am to 10:50 am - Convention Center - Conference Rm 7

TED Inspire! Inspiring Pre-service Teachers with Digital Escape Rooms
  Friday Oct 25  10:00 am to 10:50 am - Convention Center - Conference Rm 9

AECT Invited Session-Overview of Connected Learning with Microsoft Teams
  Friday Oct 25  11:00 am to 11:50 am - Convention Center - Conference Rm 7

D&D Inspire! Accessible Mindset
  Friday Oct 25  11:00 am to 11:50 am - Convention Center - Pavilion 6

DDL Inspire! Inspiring Online Course Design
  Friday Oct 25  11:00 am to 11:50 am - Convention Center - Conference Rm 14

DELT Inspire! Inspired and Engaged Learning: Beyond These Four Walls
  Friday Oct 25  11:00 am to 11:50 am - Convention Center - Conference Rm 12

[NR]INTL Inspire! Mobile Computing & Educational Research
  Friday Oct 25  11:00 am to 11:50 am - Convention Center - Conference Rm 4

[NR]TIL Inspire! Alexa and Hand scans and Netflix, Oh My! Student Data Privacy and Educational Technology
  Friday Oct 25  11:00 am to 11:50 am - Convention Center - Conference Rm 5

AECT & Division Convention Kick off

Typically, the AECT Welcome Reception is hosted in the early evening on the second day of the convention, which is usually Wednesday.

This year, however, we are trying something a little bit different. We are moving the welcome event to lunchtime of the second day of the convention. This Pizza Plan-it luncheon will have a pizza buffet (including gluten-free and vegetarian options). In addition, this will be the time that divisions will have tables set up to welcome attendees and encourage new members and First-Timers to learn more about their divisions.

The AECT Division, Affiliate, and Committee Kickoff luncheon will be held Tuesday, October 22, from 11:00 am to 12:50 pm in Paradise North.
2019 AECT AWARDS

Annual Achievement Award
Commission on Creating the Next in Education, Georgia Institute of Technology
Deliberate Innovation, Lifetime Education

David H. Jonassen Excellence in Research Award
Ali Carr-Chellman, University of Idaho

Distinguished Service Award
Lois Freeland, AECT Convention Coordinator
In appreciation for exemplary service to AECT

Distinguished Service Award
Tristan Johnson, Northeastern University
In appreciation for exemplary service to AECT

J. Michael Spector Appreciation Award
Ana Donaldson, AECT Past President

J. Michael Spector Appreciation Award
Steven M. Ross, Johns Hopkins University

James W. Brown Publication Award
Brad Hokanson, University of Minnesota;
Andrew Gibbons, Brigham Young University
Design in Educational Technology: Design Thinking, Design Process, and the Design Studio

Special Service Award
Dan Schuch
In Appreciation for Dedicated Service in Managing the Design & Development Competition

Special Service Award
Mark Aaron Bond, Virginia Tech
In appreciation for Dedicated Service to AECT

Special Service Award
Tutaleni I. Asino, Oklahoma State University
In appreciation for dedicated service to AECT

AECT INTERNSHIP AWARDS

Earl F. Strohbehn Internship Award
Nate Turcotte, Penn State University

Lee W. Cochran Internship
Kiran Budhrani, Univ. of North Carolina at Charlotte

Lee W. Cochran Internship
Lauren Bagdy, Florida State University

AECT PRESIDENTIAL AWARDS

Presidential Award
Joi Moore, University of Missouri
For long-term involvement and participation with AECT

Presidential Award
Leslie Blatt,
For long-term involvement and participation with AECT

Presidential Award
Linda Campion, East Carolina University
For long-term involvement and participation with AECT

Presidential Award
Megan Murtaugh, Independent Consultant
For long-term involvement and participation with AECT

Presidential Award
Tonya Amankwatia,
North Carolina A&T State University
For long-term involvement and participation with AECT

Presidential Award
Xiaoxue (Charles) Wang, Florida Gulf Coast Univ.
For long-term involvement and participation with AECT

CULTURE LEARNING AND TECHNOLOGY DIVISION AWARDS

Exceptional Service Award
Angela Benson, University of Alabama

Exceptional Service Award
Patricia Young, University of Maryland

McJulien Scholar Best Paper Award
Manuel Bustamante, Tamara Gibson, Western New Mexico University
Respecting and Representing LGBTQ in Online Curriculum and Coursework.
Outstanding Publication Award: Book
Badrul H. Khan, badrulkhan.com; Joseph Rene Corbeil, Maria Elena Corbeil, University of Texas Rio Grande Valley
Responsible Analytics and Data Mining in Education: Global Perspectives on Quality, Support, and Decision Making. Routledge, New York.

Outstanding Publication Award: Book Chapter
Amy Bradshaw, University of Oklahoma
Minding the Stories We Tell: Acknowledging Implicit Narratives in IDT. in Hokanson, B., (Eds.) Educational technology and narrative: Story and instructional design (pp. 231-247). New York: Springer

Outstanding Publication Award: Journal Article
Amy Bradshaw, University of Oklahoma
Reconsidering the instructional design and technology timeline through a lens of social justice. Tech Trends: Linking Research and Practice to Improve Learning, 62(4), 336-344

DESIGN AND DEVELOPMENT DIVISION AWARDS

Nova Southeastern Univ. Award for Outstanding Practice by a Graduate Student
Scott Vann, University of Memphis
Project Title: Life Prep Academy

Nova Southeastern Univ. Award for Outstanding Practice by a Graduate Student
Victoria Abramenka, Ahmed Lachheb, Indiana University
Multidisciplinary Perspectives in Gerontology and Health, Aging, and Diverse Populations

Outstanding Book Award
Richard E. West, Brigham Young University

Outstanding Journal Article Award
Justin Sentz, Shippensburg University; Jill Stefaniak, University of Georgia; John Baaki, Angela Eckhoff, Old Dominion University

Outstanding Practice Award
SAVE Group, Research and Innovation in Learning (RAIL), The University of Georgia, U.S. Globepoint, Inc., Republic of Korea Central China Normal University, China Daegu National University of Education, Republic of Korea
A Scenario-based Authentic Virtual Environment for Children’s Pedestrian Safety Education Program (SAVE4Children): Its Design, Implementation, and Potential Impacts

Presidential Service
Albert D. Ritzhaupt, University of Florida
In Recognition of Presidential Service to the Division

Presidential Service
Ana Donaldson, AECT Past President
In Recognition of Presidential Service to the Division

Robert M. Gagné Award for Graduate Student Research in Instructional Design
Katie Sharpe, University of Memphis
Dissertation Title: Building self-efficacy and persistence through STEM e-mentor training: A multi-site case study
Dissertation Chair: Amanda Rockinson-Szapkiw, University of Memphis

DIVISION OF DISTANCE LEARNING AWARDS

Best Practice, 1st Place
Jennifer Richardson, Daniela Castellanos Reyes, Shamila Janakiraman, Mohammad Shams Duha, Secil Caskurlu, Iryna Ashby, Dan Guberman, Wanju Huang, Chris Martin, and Jim Pukrop, Purdue University
AECT and Divisional Awards

Best Practice, 1st Place
Sanghoon Park, Howard Kaplan, and Rudy Schlaf, University of South Florida
*Online Makecourse-Art: Learning Through Explicit Instructional Videos in Undergraduate Engineering Classrooms*

Best Practice, 2nd Place
Zahira Merchant, San Francisco State University
*Do More with Less - Gamification Techniques Using Simple LMS Features*

Best Practice, 3rd Place
Kyung Kim, Northern Illinois University and Roy Clariana, Pennsylvania State University
*The Influence of Resource Interdependence During Online Collaborative Problem Solving*

Best Proposal: Concurrent Session, 1st Place
Rob Moore, Old Dominion University; Chuang Wang, University of North Carolina Charlotte
*Getting Over the Hump: Identifying Motivational Factors that Influence MOOC Completion*

Best Proposal: Concurrent Session, 2nd Place
Thomas Wilson, Azusa Pacific University
*Punchline Pedagogy: Using Cognitive Cartoons to Enhance Online Faculty Training and IDT Courses*

Best Proposal: Inspire! Session, 1st Place
Cat Jackson, Kelly Ross, and Cassandra Fluitt, University of Oklahoma
*Inspiring Online Course Design through a Visual Modeling System*

Best Proposal: Inspire! Session, 2nd Place
Art Brownlow, Univ. of Texas Rio Grande Valley
*ITV + Apple TV: Engaging Students in a Synchronous Distance Learning Environment*

Best Proposal: Poster Session, 1st Place
Jenelle Hodges, Jenna LaChenaye, and Josephine Prado, University of Alabama at Birmingham
*The Gamification Gamut in Higher Education*

Best Proposal: Poster Session, 2nd Place
Hungwei Tseng and Xiang Yi, Jacksonville State University; Hsin-Te Yeh, Metropolitan State University of Denver
*Impact of business students’ knowledge sharing on cognitive engagement in online learning environment*

Book Award, 1st Place

Crystal Award, 1st Place
Jodye Selco, California State Polytechnic University, Pomona; Pauline Salim Muljana, Old Dominion University; Richard Feldman, Thomas Gaston, and Bo Choi, California State Polytechnic University, Pomona
*Making Molecules: Dot Structures & Ionic Compounds*

Crystal Award, 2nd Place
Matthew Schmidt, University of Florida; Avani Modi, Ana Gutierrez-Colina, Cincinnati Children’s Hospital Medical Center; Noah Glaser, Carmen Rietta, Tina Neely, University of Cincinnati
*eACT: Epilepsy Adherence in Children and Technology*

Crystal Award, 3rd Place
Beth Oyarzun, University of North Carolina Charlotte
*EIST 6140: Instructional Video Development*

Journal Article: Application-Based, 1st Place
Anthony Pina, Sullivan University
Journal Article: Mixed Methods, 1st Place
Eunjung Oh, Wen-Hao David Huang, and Boreum Ju, University of Illinois at Urbana-Champaign; Amir Hedayati Mehdiabadi, University of New Mexico

Journal Article: Mixed Methods, 2nd Place
Susie Gronseth and Waneta Hebert, University of Houston

Journal Article: Qualitative, 1st Place
Florence Martin, Kiran Budhrani, University of North Carolina Charlotte; Swapna Kumar, Albert Ritzhaupt, University of Florida

Journal Article: Qualitative, 2nd Place
Tugce Aldemir, Pennsylvania State University; Berkan Celik, Goknur Kaplan, Middle East Technical University

Journal Article: Quantitative, 1st Place
Emtinan Alqurashi, Temple University
Alqurashi, E. (2019). Predicting student satisfaction and perceived learning within online learning environments. *Distance Education, 40*(1), 133-148

Journal Article: Quantitative, 2nd Place
Ayesha Sadaf, University of North Carolina Charlotte; Larisa Olesova, George Mason University

ETR&D AWARDS

AECT - ETR&D Young Scholars Award
Russ Palmer and Ikseon Choi, University of Georgia
for: *Constructing Problems in Context: A Synthesized Model of Dialectical Problem-Framing*

Distinguished Development Award
Peter Goodyear, The University of Sydney
For substantial and sustained research in the areas of psychology of virtual reality, immersive media, and virtual experiences for communication and learning.

ORGANIZATIONAL TRAINING AND PERFORMANCE DIVISION AWARDS

Best Practice Award
Maria Elena Corbeil, University of Texas Rio Grande Valley
“Integrating Competency-Based Micro-Credentials into Stackable Graduate Degrees”

Outstanding Research Paper Award
Holly M. Hutchins, Lisa Penney, Lisa Sublett
“What imposters risk at work: Exploring imposter phenomenon, stress coping, and job outcome”

RESEARCH & THEORY DIVISION AWARDS

AECT - Dean & Sybil McClusky Research Award
Kathryn Marie Sharpe, University of Memphis
AECT and Divisional Awards

Outstanding Empirical Journal Article Award
Andrew A. Tawfik, University of Memphis; Victor Law, University of New Mexico; Xun Ge, University of Oklahoma; Wanli Xing, Texas Tech University; Kyung Kim, Northern Illinois University
“The Effect of Sustained vs. Faded Scaffolding on Students’ Argumentation in Ill-Structured Problem Solving”

Outstanding Research & Theory Division Sponsored Accepted Proposal Award
Peter Rich, Garrett J. Egan, Jordan Ellsworth, Brigham Young University
“Improving Computational Thinking Skills Through Coding Education in Grades 4-6”

Outstanding Service Award
Fei Gao, Bowling Green State University
For her service as President Elect (2017), President (2018), and Past President (2019) for the Research and Theory Division

Outstanding Service Award
Feng-Ru Sheu, Kent State University
Professional Development Coordinator Elect (2017), Professional Development Coordinator (2018), Past Professional Development Coordinator (2019) for the Research and Theory Division

Outstanding Theoretical Journal Article Award
Michael M. Grant, University of South Carolina
“Difficulties in Defining Mobile Learning: Analysis, Design, Characteristics, and Implications”

Qualitative Inquiry Award
Jolie V. Kennedy, University of Minnesota
“Being, Belonging, and Becoming in Immersive Complexity: A Post-Intentional Phenomenological Analysis of Connectedness in Personal Learning Networks”

Young Researcher Award
Kyung Kim, Northern Illinois University
“The Influence of Resource Interdependence During Collaborative Problem Solving: Tracking Changes in Knowledge Structure”

SYSTEMS THINKING & CHANGE DIVISION AWARDS

Distinguished Service Award
Mark Aaron Bond, Virginia Tech

Outstanding Article Award
Pauline Salim Muljana, Tian Luo, Old Dominion University

Outstanding Book Award
Badrul H. Khan, McWeand Education; Joseph Rene Corbeil, Maria Elena Corbeil, University of Texas Rio Grande Valley

The Charles M. Reigeluth Emerging Researcher Award
Fredrick W. Baker III, University of West Florida

TECHNOLOGY INTEGRATED LEARNING DIVISION AWARDS

AECT Richard B. Lewis Memorial Award
Summit Technology Academy, Lee’s Summit, MO
In Recognition of Outstanding Technology Integration and Media Utilization Programs
We focus on intersections and syntheses of culture, learning, and technology with particular emphases on championing inclusiveness and equity across the entire spectrum of human identification from individual, organizational, and behavioral contexts. These contexts include self- and societal identification that influence one’s experience with technology and learning.

**2019 Convention Highlights**

- **30** concurrent presentations spanning **15** sessions featuring diverse themes
- **Six** expert panels delving deep into fundamental, pressing issues in CLT research and practice, including the **CLT Award Winners’ Panel**
- **Two** timely, “inspiring,” and practically applicable Inspire! Sessions
- **Eleven** intimate, interactive roundtable sessions addressing myriad topics
- **Four** visually impactful poster sessions
- **Five** innovative ‘Birds of a Feather’ (BOAF) sessions
- **CLT 2019 McJulien Lecture**: In this very special session, the winners of CLT’s 2019 McJulien Best Paper Award will present their award-winning paper

<table>
<thead>
<tr>
<th>CLT Luncheon</th>
<th>2019 CLT Awards</th>
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<tbody>
<tr>
<td>Oct. 23 (Wed): 12:00 – 12:50 PM</td>
<td>→ Outstanding Publication Awards:</td>
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<tr>
<td>Convention Center, Pavilion 3</td>
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<td>→ Exceptional Service Award</td>
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<td>→ McJulien Scholar Best Paper Award</td>
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Deepak Prem Subramony  
Kansas State University  
CLT President-Elect  
2019 Convention Planner
Design and Development Division

Check Out Our Division Events

Monday
1pm-3:50pm
Join us for discussion in the D&D-IDT Professors Forum

Tuesday
1pm-3:50pm
AECT Design and Development Competition Supported by NATO Act
4pm-5:30pm
Visit with members of the division and check out the D&D Showcase

Wednesday
12pm-12:50pm
D&D/RTD Awards Ceremony
1pm-1:50pm
D&D Membership Meeting
6pm-7:30pm
D&D Awards Presentation

Let’s Talk Design!
Our members are presenting on design topics ranging from UX design, accessibility, knowledge construction, trends in design, strategies for enhancing learning!

35 Concurrent Sessions
4 Panel Sessions
13 Poster Presentations
9 Roundtable Presentations
11 Inspired Sessions
2 Birds of a Feather Sessions:
Universal Design (D&D/DDL Joint Session)
UX Design Considerations

Jill Stefaniak
University of Georgia
D&D President-Elect
2019 Conference Planner
Division of Distance Learning

Join us for the DDL Membership Meeting and Awards Presentation for Division News, Project Updates, and Refreshments!

Rebecca M. Reese
Colorado School of Mines
DDL President-Elect
2019 Convention Planner

5 INSPIRE! SESSIONS

50 CONCURRENT PRESENTATIONS

29 ROUNDTABLES

10 POSTER PRESENTATIONS

21 PRESENTATION THEMES

Special Presentation:
BOAF with D&D – Universal Design for Designing Online Learning in Higher Education

The Design and Development Division and the Division of Distance Learning will bring together researchers and practitioners working in higher education to discuss the challenges with promoting universal design practices in online learning environments. The goal of this session is to provide an opportunity to develop and share examples of activities and templates to help integrate pedagogical practices focused on Universal Design practices in the design of online courses in higher education.

#Accessibility
#AssistiveTechnology
#CollaborativeLearningEnvironments
**Division & Affiliate Highlights**

**DELT Division of Emerging Learning Technology**

- **40+ Events**
- **12 Concurrent Sessions, 16 Posters, 11 Roundtables, 3 Panels, and More.**

**Virtual Reality**

**Maker Spaces**

**3D Printing**

**Eye-Tracking**

**Learning Analytics**

**More...**

**Eric Stauffer**

DELT Division Conference Planner

Director of Instructional Design and Technology

James Madison University

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Please join us for an outstanding offering of GSA sponsored presentations at #AECT19.

- We have 22 total sessions ranging from grant writing and publishing to surviving graduate school and finding a job
- Come hear from a panel of AECT leaders as we ask them: "What is the future of our field?"
- We also host several panels and presentations on hot topics in our field, including: learning analytics, artificial intelligence, online teaching competencies, and accessible design
- Make sure to stop by our welcome table for some GSA swag!
- Don’t miss our membership meeting on Thursday at 12 PM!

Nate Turcotte
GSA President
Penn State University
2019 GSA Program Planner

Follow us throughout the conference for updates!

#aect19inspired
# Division & Affiliate Highlights

## INTERNATIONAL DIVISION

### Division Highlights

<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>A Taste of AECT's International Division</strong></td>
<td>Tuesday, Oct 22, 3:00 to 3:50 pm, Convention Center, Conference Rm 11</td>
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<tr>
<td><strong>International Dinner &amp; Award Ceremony (Pre-Registration Required)</strong></td>
<td>Wednesday, Oct 23, 7:00 to 8:00 pm, Convention Center, Pavilion 3</td>
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<tr>
<td><strong>Silent and Live Auction (Open to All)</strong></td>
<td>Wednesday, Oct 23, 6:00 to 7:00 pm Silent Auction</td>
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<td></td>
<td>8:00 to 9:30 pm Live Auction, Convention Center, Pavilion 3</td>
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<tr>
<td><strong>Membership Meeting</strong></td>
<td>Thursday, Oct 24, 2:00 to 2:50 PM, Convention Center, Conference Rm 11</td>
</tr>
<tr>
<td><strong>Jenny Johnson Hospitality Center (Tuesday - Thursday)</strong></td>
<td>Stop by the JKJ Hospitality Center to connect with international scholars, share your stories, and enjoy free coffee.</td>
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<tr>
<td><strong>Various Research Presentations, Inspire! Sessions, and Panel Discussions</strong></td>
<td>Hear about research with scholars from all over the globe and participate in scholarly conversations.</td>
</tr>
</tbody>
</table>

***Check the online schedule for latest times and locations***
Division & Affiliate Highlights

**Does My Teacher Smile?**
*An Exploration of Social Presence and Identity in Online Environments*

**Ömer Arslan**, Florida State University

*Poster Gallery Walk: October 22, Tuesday at 4:00 pm, Pavilion*

**Visual Media for Global Learning: Research, Design, and Practice**

**Danilo M. Baylen**, University of West Georgia

*Birds of a Feather Working Group (Roundtable) co-sponsored with the International Division: October 23, Wednesday at 5:00 pm, Paradise North*

**Evaluating the Effectiveness of Visual Thinking Strategies Training**

**Brad Hokanson, Meghan Hendrickson, & Yun Ha Seo**, University of Minnesota

*Inspire! Session co-sponsored with AECT: October 24, Thursday at 4:00 pm, Pavilion 9*

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**Danilo M. Baylen**, Ed.D., MLIS
Professor, Instructional Technology
University of West Georgia

*2019 Convention Planner for IVLA*
Division & Affiliate Highlights

IN OUR KSET

Yeol Huh, Assistant Professor
Dept. of Instructional Design and Technology
Emporia State University

11 CONCURRENT SESSIONS

THEMES INCLUDE:
1. DESIGNING INSTRUCTION WITH INNOVATIVE STRATEGIES
2. EDUCATIONAL TECHNOLOGY RESEARCH HISTORY IN KOREA
3. FACILITATING LEARNING THROUGH SIMULATION
4. ICT AND ITS APPLICATION IN K-12 EDUCATION IN KOREA
5. ONLINE LEARNING ACTIVITY IN LMS
6. ONLINE LEARNING & PLN

JOIN US FOR THE KSET LUNCHEON ON WED, OCT 23 11 -11:50 AM AT CONVENTION CENTER (PAVILION 4)

1 PANEL DISCUSSION

JOIN THE PANEL DISCUSSION ON TRENDS AND ISSUES OF EDUCATIONAL TECHNOLOGY IN KOREA & USA WED, 9-9:50 AM ROOM 11

3 POSTER SESSIONS

Yeol Huh, Assistant Professor
Dept. of Instructional Design and Technology
Emporia State University
LED CONVENTION HIGHLIGHTS

14 Concurrent
5 Inspire
1 Birds of a Feather

13 Roundtables
7 Posters
1 Panel

The Learner Engagement Division (LED) promotes innovative research, teaching and design practices, and instructional tools and strategies to build a conversation and understanding around the idea of engagement in learning. Join us to connect and contribute to the dialogue:

learnerengagement.org  @learnengage  bit.ly/LearnerEngagement

Designed by Matt Yauk, LED Tech Officer
The New Jersey Association of School Librarians was established in 1915 to promote excellence in school librarianship across New Jersey's public school districts, private schools and universities. The organization advocates for strong school library media programs for all students in all types of schools. NJASL offers to its membership professional mentoring, advice on how to employ and turnkey both cutting edge and established educational technology and applications, best practices, library management pedagogy, cogent collaboration techniques and approaches that align with New Jersey's curricular standards, plus advice and models that are successfully aligned with state and national learning standards to ensure that students, faculty, and staff become effective and ethical users and producers of information.

NJASL is particularly proud of its formal affiliation with AECT, a relationship that goes back to the early 1970s. NJASL and AECT present a joint award, the Villy Gandhi Leadership Training Scholarship annually at the NJASL Fall Conference. This prestigious honor enables a member, after a rigorous screening and application process, to attend the AECT International Convention as well as participate in Leadership activities of NJASL and AECT for the year. The final goal is to create leaders in both organizations. Many presidents of NJASL were Villy recipients and credit the knowledge they obtained from AECT helped them to be leaders in NJASL as well as their professional life.

This year NJASL has one concurrent session. Please consider joining us!

Wednesday, October 23, 2019
1:00 – 1:50 pm, in Convention Center, Conference Room 10

Using Science Fiction to Stimulate and Engage Middle Schoolers in STEM Activities and Topics

Even as curricular content became increasingly standardized and teachers had less choice about what material to present, the popularity of science fiction (SF) has returned it to the STEM classroom. Researchers are exploring this potent resource through the lens of interest development. School librarians, in a welcoming environment for all students, offering project-based curricula driven by guided inquiry and information searching skills, should be the fulcrum around which STEM subject learning revolves.
Division & Affiliate Highlights

OTP Specializes In...
Instructional Design
Organizational Learning
Managing Organizational Change
Workplace Learning
Leadership

OTP Meetings During Conference:
- Tuesday Oct. 22—7:00 am—Board Meeting
- Tue. Oct. 22—7:00 pm—Division Group Dinner
  (place TBA—come visit our table during the kick-off luncheon for more details!)
- Wednesday Oct. 23—4:00 pm—Membership Meeting

Dr. Holly Handley
University of West Florida
2019 Convention Planner

OTP gets Results through...
Communication
Collaboration
Sharing

OTP is For ...
Non-Profits
For-Profits
Think Tanks
Academic Institutions

Research

Practice
As an AECT affiliate, the Pennsylvania Association for Educational Communications and Technology (PAECT) would like to welcome all attendees to the 2019 AECT Convention. Dr. Lynn Hummel Ed. D. is the AECT representative from PAECT for the 2019 AECT Convention. Dr. Hummel is an Associate Professor of Instructional Technology at Bloomsburg University located in Bloomsburg, Pennsylvania. As part of his work with PAECT, Dr. Hummel co-founded the Technology Education Research Symposium (TERS) event with PAECT Past President Dr. Shirley Campbell Ed. D.

PAECT is proud to announce the TERS 2019 Educational Technology Impact Award for best paper in Higher Education will be presented as a session at the 2019 AECT Convention. Dr. Camille Dempsey Ed. D. will present “The Spirit of The Times: Virtuality Culture and Technology-Mediated Human Presence” on Tuesday, Oct 22 from 4 P.M – 5:30 P.M. in Pavilion Walkthru-Events.

Pictured from left to right: Dr. Shirley Campbell – Past President PAECT & Dr. Lynn Hummel - AECT Representative for PAECT. To learn more about TERS by PAECT and to submit a proposal for TERS 2020, please visit https://www.smore.com/mvnaf

PAECT would also like to recognize the delegation of 2019 AECT attendees who are students at Penn State University. These students are also members of the PAECT Penn State Student Chapter. PAECT would like to recognize the following doctoral students for their AECT accomplishments. Nate Turcotte was awarded the Earl F. Strohbehn internship. Sonia Tiwari was elected as the Graduate Student Representative to the AECT Board of Directors. Tugce Aldemir received recognition as a co-author the Division of Distance Learning 2nd place Qualitative Journal Award. The PAECT Student Chapter at Penn State University is advised by Dr. Josh Kirby Ph.D. PAECT would like to recognize their contributions to the field of educational technology and for their commitment to the 2019 AECT Convention.
Research & Theory Division (RTD)

Please join us for an outstanding line of RTD sessions #AECT 19!

Eunjung Grace Oh
University of Illinois at Urbana-Champaign
RTD President-Elect
2019 AECT convention planner, RTD

1 Inspire!
58 Presentations in 29 Sessions

2 BOAFs
16 Roundtables

3 Panels
15 Posters

RTD BOAFs
- Research methodologies
- Building strong academic programs

Join us for the RTD Award Ceremony and Membership meeting
- Award Ceremony: Wednesday October 23, 12-12:50 pm
- Membership Meeting: Wednesday October 23, 1-1:50pm

15 Themes
- Collaborative learning
- Emerging technologies
- Faculty in IDT
- Game-based learning
- Immersive learning environments
- Learning analytics
- Learning in communities
- Learning and performance support
- Learning and social media
- Learning in STEM
- Multimedia design and learning
- Online Collaborative learning
- Research in higher education
- Research methods
- STEM education

** Please check the online schedule for up-to-date times and locations.
SICET is a nonpolitical and non-profit academic organization. The goal of SICET is to provide services and support for Chinese scholars and students in educational technology related fields around the world. The mission of SICET is to establish and strengthen international academic connections, exchanges, and collaboration to advance research in educational technology for teaching and learning. We also aim to explore innovative solutions empowered by educational technologies to solve problems in education both in China and across the world. To learn more about SICET, please visit our website at http://sicet.org.

As one of AECT affiliates, SICET will continue to offer a unique and exciting program at our annual convention this year. Here are some highlights.

**Panel Sessions**

**Preparation for a Cross-cultural IDT Career**
Tue, Oct 22, 8:00 to 8:50am @ Conference Rm 7

**SICET: Meet the Editors**
Tue, Oct 22, 1:00 to 1:50pm @ Conference Rm 7

**SICET Inspire! Sessions**

**What They Didn't Teach You in Graduate School**
Wed, Oct 23, 9:00 to 9:50am @ Conference Rm 7

**Inspiring to Write and Publish High Quality Research: Issues, Tips, Cautions and Technology Tools**
Wed, Oct 23, 9:00 to 9:50am @ Conference Rm 7

**SICET Keynotes**

**Transforming teaching and learning through design, technology, and the science of learning.**
Wed, Oct 23, 1:00 to 1:50pm @ Conference Rm 7

Kui Xie, Ohio State University

**SICET Membership Meeting**

Wed, Oct 23, 3:00 to 3:50pm @ Conference Rm 7

**SICET Dinner**

Wed, Oct 23, 6:00 to 8:00pm @ Silk Road Asian Bistro

Hengtao Tang
SICET Program Chair
and Planner
University of South Carolina

Zui Cheng
SICET Co-planner
Purdue University

Miaoting(Cat) Cheng
SICET Co-planner
Shenzhen University
2019 AECT Convention Highlights

STC Sessions

- 3 Inspire Sessions
- 16 Concurrent Sessions
- 6 Roundtable Sessions
- 3 Panels
- 3 Posters

Suha Tamim
Clinical Assistant Professor
University of South Carolina
Systems Thinking and Change

Membership Meeting

Thursday October 24th at 3 pm!

Join STC at our membership meeting for information about the division, ways in which you may become involved, and current projects and initiatives.

We hope to see you there!

Concurrent Session Themes

- Online Learning
- Research
- Technology Adoption
- Cognitive Load
- Systemic Change Models
- Change Case Study
- Instrument Development
- Applied Design Thinking
- Faculty Development
- Design Principles

Inspire Sessions

* Exploring a Professional Development Framework Through the Lens of Systemic Change - Samantha Blevins and Aaron Bond

* Translating Theory to Practice: Using Systems Thinking for Professional Development - Sheila Murphy and Tracey Regenold

* What is Your Mental Model? - Suha Tamim

Follow Us for Live Updates!

Use the QR Code below to find and follow the STC Facebook page! Don’t forget to use #AECTSTC to tag us in your posts!
Teacher Education Division

Division & Affiliate Highlights

Game Night!
6:00 PM Tuesday
Ballroom G

Membership Meeting
9:00 AM Thursday
Conference Room 9

Craig E. Shepherd
The University of Memphis
TED President Elect
2019 Convention Planner

EdTech Lesson Repository
Come see and Contribute!

Featuring
34 Presentations
16 Roundtables
11 Posters
2 Panels
6 Inspire Sessions
2 Birds of a Feather
GOVERNANCE

MONDAY OCTOBER 21
- AECT - Board of Directors Meeting I
  8:00 am to 11:20 am, Executive Boardroom
- GSA - Executive Board Meeting
  1:00 pm to 1:50 pm, Conference Rm 4
- AECT Foundation Board of Trustees Meeting I
  1:00 pm to 3:50 pm, Executive Boardroom

TUESDAY OCTOBER 22
- CLT - Board of Directors Meeting
  7:00 am to 7:50 am, Ballroom C
- D&D - Board of Directors Meeting
  7:00 am to 7:50 am, Ballroom A
- DDL - Board of Directors Meeting
  7:00 am to 7:50 am, Pavilion 10
- DELT - Board of Directors Meeting
  7:00 am to 7:50 am, Pavilion 9
- LED - Board of Directors Meeting
  7:00 am to 7:50 am, Pavilion 6
- OTP - Board of Directors Meeting
  7:00 am to 7:50 am, Pavilion 4
- TED - Board of Directors Meeting
  7:00 am to 7:50 am, Ballroom B
- TIL - Board of Directors Meeting
  7:00 am to 7:50 am, Pavilion 11
- ICEM - Board/Membership Meeting
  10:00 am to 10:50 am, Pavilion 4
- INTL - Board of Directors Meeting
  2:00 pm to 2:50 pm, Pavilion 4
- RTD - Board of Directors Meeting
  3:00 pm to 3:50 pm, Ballroom C
- STC - Board of Directors Meeting
  3:00 pm to 3:50 pm, Ballroom B

WEDNESDAY OCTOBER 23
- ETR&D Joint Editorial Board Meeting
  9:00 am to 9:50 am, Ballroom C
- CLT - Membership Meeting
  11:00 am to 11:50 am, Conference Rm 1
- Tech Trends Editorial Board
  11:00 am to 11:50 am, Executive Boardroom
Governance and Committees

D&D-Membership Meeting
1:00 pm to 1:50 pm, Ballroom A
RTD-Membership Meeting
1:00 pm to 1:50 pm, Ballroom B
LED-Membership Meeting
3:00 pm to 3:50 pm, Conference Rm 8
SICET-Membership Meeting
3:00 pm to 3:50 pm, Conference Rm 7
DDL-New Board of Directors Meeting
4:00 pm to 4:50 pm, Ballroom C
OTP-Membership Meeting
4:00 pm to 4:50 pm, Conference Rm 13

THURSDAY OCTOBER 24
CLT-New Board of Directors Meeting
7:00 am to 7:50 am, Ballroom C
AECT Foundation Board of Trustees Meeting II
8:00 am to 10:30 am, Executive Boardroom
Journal of Formative Design in Learning Board
8:00 am to 8:50 am, Pavilion 3
TED-Membership Meeting
9:00 am to 9:50 am, Conference Rm 9
GSA - Membership Meeting
12:00 pm to 12:50 pm, Conference Rm 4
DDL-Membership Meeting
12:30 pm to 1:50 pm, Pavilion 10
TIL-Membership Meeting
1:00 pm to 1:50 pm, Sid’s Cafe
INTL-Membership Meeting
2:00 pm to 2:50 pm, Conference Rm 11
STC-Membership Meeting
3:00 pm to 3:50 pm, Conference Rm 14
AECT Membership Meeting
5:00 pm to 6:00 pm, Ballroom C

FRIDAY OCTOBER 25
AECT -Board of Directors Meeting II
8:00 am to 11:50 am, Executive Boardroom

COMMITTEES

TUESDAY OCTOBER 22
PIDT 2020 Planning
3:00 pm to 3:50 pm, Executive Boardroom

WEDNESDAY OCTOBER 23
Committee: Definition & Terminology
9:00 am to 9:50 am, Executive Boardroom
Committee: History & Archives
10:00 am to 10:50 am, Executive Boardroom
Committee: Strategic Planning
2:00 pm to 2:50 pm, Executive Boardroom
Committee: AECT Awards
3:00 pm to 3:50 pm, Executive Boardroom
Committee: Professional Ethics
4:00 pm to 4:50 pm, Executive Boardroom

THURSDAY OCTOBER 24
Committee: Leadership Development
4:00 pm to 4:50 pm, Pavilion 3

FRIDAY OCTOBER 25
2020 National Convention Planning
7:30 am to 8:30 am, Pavilion 3
**Featured Sessions**

**Gallery Walk with D&D Showcase and Poster Sessions**  
*Tuesday, October 22, 4:00 pm - 5:30 pm  Convention Center - Pavilion Walkthru-Events*

**Design and Development Showcase**  
Attend an exclusive poster session for **17 innovative** training and educational programs and projects. The Showcase plays an important role in providing exceptional examples of such programs to all AECT members. The Showcase will be open during regular session presentation times at the Convention. Those selected for the Showcase will prepare a poster and have a table to display their materials. The authors will also describe key components of their programs (e.g., goal/intent, target learners, foundations, design and development process, team members, cost, time). Authors are expected to be present during specified times so Convention participants may meet these innovative Design & Development Teams.

*See Tuesday’s Session Flow for complete listings, beginning on page 98.*

**Poster Sessions**  
**Almost 100 poster sessions** designed to showcase a project, program, process, activity, or similar experience in an informal setting. Posters may be projects that are completed, in progress, or in their beginning stages.

*See Tuesday’s Session Flow for complete listings, beginning on page 102.*

**Meet the Editors**  
*Wednesday, October 23, 4:00 pm - 4:50 pm - Paradise North*

Take time to meet the editors and about the various journals and get tips on how to submit and get published. Journal editors being represented are from:

- Educational Media and Technology Yearbook
- Educational Technology, Research & Development
- Interdisciplinary Journal of Problem-based Learning
- International Journal of Designs for Learning
- Journal of Applied Instructional Design
- Journal of Computer Assisted Learning
- Journal of Computing in Higher Education
- Journal of Formative Design in Learning
- Journal of Research on Technology in Education
- Key Issues in Learning Design and Technology Book Series
- Smart Learning Environments
- *TechTrends*
- The Internet and Higher Education
- Key Issues in Learning Design and Technology Book Series

*See Wednesday’s Session Flow for complete listings, beginning on page 149.*
Birds of a Feather Working/Discussion Groups

Wednesday, October 23, 5:00 pm-5:50 pm - Paradise North

“Birds of a Feather” is a roundtable discussion with 62 different groups where you can share your experience, expertise and learn from others. Choose a Discussion group and come prepared.

Topics Include:

- CLT Setting the Agenda for Scholarship & Practice in Culture, Learning and Technology: Defining “Culture” - Setting Parameters and Boundaries Working Group
- D&D/DDL Universal Design for Designing Online Learning in Higher Education: Accessibility Working Group
- D&D How to Teach User Design. Front-End Analysis working group
- INTL Innovative Technology Uses for Education from Across the Globe
- LDC Transitioning from one setting to another: PhD to Adjunct Working Group
- OTP Preparation for the Non-Academic Workplace: Career Possibilities Working Group
- RTD Building Strong Academic Programs
- RTD Research Methodologies
- STC Foundations of Systems Thinking: Theory, Practice, and Setting
- TED Copyright, Creative Commons, and OER
- TED Technology Integration Courses for Preservice Teachers
- TIL Does Technology Help Boost Student’ Critical Thinking Skills
- TIL Future Research Needs in K-12 Online and Blended Learning
- TIL Technology Integration in K-12 and the gate keepers
- TIL Universal Design Learning in Online Environments

For the complete listing of the 62 discussion groups see Wednesday's Session Flow, beginning on page 152.
Emerging Technology Showcase

*Thursday, October 24, 2:00 pm - 2:50 pm Pavilion Walkthrough*

Come experience and discuss the latest in learning technology with colleagues during this convention event that will absolutely push your curiosity and thirst for knowledge.

Sessions include:

- Augmented Reality Experiences Using ZapWorks
- Augmented Reality in Paramedic Training: A Pilot Study
- Chatbots as Tools for Assisting Learners in a Higher Education Setting
- Designing Function Fighters: A digital game-based learning experience for algebraic thinking
- Developing Engaging Microlearnings
- Drones in Education
- Finding features That Matter
- How gender moderates participants’ behavior in 3D teaching-focused VLE: case study of STEM GTAs
- Instructional Design & Educational Technology Augmented Reality Storytelling — IDET ARtS
- Interactive Posters: Using Emerging Technology to Enhance the Traditional Poster Experience
- Jimu Robot Meebot Kit
- Middle School Famous Folks Research
- Mobile Game-Based Language Assessment
- Play Impossible Game Ball
- Reimagining Accessibility Workflows: From Manual Audits to Semi-Automated
- The Teacher Responding Tool
- Transformative and Creative Emerging Technologies
- Uncovering Student Stories of Digital Learning
- Using Articulate Storyline and 3D Video to Create eLearning Courses
- Using H5P to Create Engaging Microlearning Experiences
- Volumetric Displays...You’re My Only Hope!

*See Thursday’s Session Flow for complete listings, beginning on page 198.*
2020 Problem Statement

2020 AECT D&D Problem Statement

supported by NATO

NATO is opening a new Education and Training Facility (ETF) this year, and the leaders have decided it would be a great time to analyze their entire training framework before this facility opens its doors. NATO Headquarters Supreme Allied Command Transformation (HQ SACT) has outsourced various training projects over the years. A request for proposal (RFP) for the creation of a new eLearning training framework for this new ETF has been posted. NATO HQ will select the contracting company who has submitted the best proposal. Given your team’s strong instructional design and performance improvement background, you and your team have decided to submit a proposal.

Facility Background

The new ETF will host 500 students yearly and house classrooms, meeting rooms, an auditorium, and plenty of office space for staff. The staff office space will also have a conference room that can seat up to 20 people. The auditorium will accommodate 100 people and each classroom a maximum of 20 students. The facility will have state-of-the-art training technology capabilities with high bandwidth Internet connection (wired and wireless). In addition to the classrooms, there will be a computer laboratory equipped with printers and a dedicated secure network.

This ETF’s education focal areas include: Command and Control, Security Force Assistance, and Defense Against Terrorism. For each of these areas, there will be a dedicated Subject Matter Expert (SME) team who will be led by a director.

Your team’s task is to create a more effective and efficient NATO training framework for this new ETF that is supported by technology, enabling the facility to train 1000 student (twice the physical capacity) yearly. Your framework should take the form of a document with text, charts, and graphics as needed.

These six elements MUST BE included in your framework:

1) Methodology used to develop the framework
2) Evaluation
5) Training technology identification
3) Content identification
6) Development strategies
4) Implementation strategies

Tips and Suggestions

Effectively the organization has a training center that can reach 500 students. With the advent of modern technology, the organization would like to expand the reach of this training outside the walls of the training center. The goal is to be able to reach at least twice as many students. The focus moves to include building an eLearning training component from existing instructor-led courses to complement the existing training program.

Disclaimer – this problem statement reflects a fictional problem. While the subjects are all actual ones within NATO, the training facility specifications are fictional for the purposes of this problem statement. Even though the problem itself is fictional in this specific instance, this problem is one that is relevant to our field.

– Competition Coordinating Committee
Design and Development Competition Problem Statement for Case Study

The first two rounds of the competition focus on three components: theoretical excellence, feasibility and creativity.

**Phase I of the Competition**

The first-round proposal must specifically address the **Overview** elements. These six elements MUST BE included in your framework:

- Methodology used to develop the framework
- Training technology identification
- Development strategies
- Evaluation
- Content identification
- Implementation strategies

The first proposal must be detailed enough to give a sense of what you intend to do, but should not be the final product in full detail.

The creation of this document is your first task. An administrative liaison will be available to answer your questions about the context/circumstances of the problem. Up to eight proposals from Phase One will be selected to proceed to Phase Two, for which a formal and complete proposal of your entire solution to the problem will be required.

Important: Failure to remove personal information, names, and institutional information will result in automatic disqualification from the competition.

Each submission will be from a team of two graduate students working together to solve the problem. Graduate students do not need to be from the same university, however all participants must be members of AECT and the Design and Development Division of AECT by the final phase of the competition.

**Phase II of the Competition**

The second-round proposal must specifically address the elements included in the **Implementation Plan**. If NATO ACT determines that your proposal represents a viable solution, you will work with an independent learning consultant (a mentor) who will be assigned to help you develop what will become your final plan. You will create a detailed description of the process you propose and the means by which you will deliver it. As much as possible, justifications for the decisions that went into your proposal need to be provided. The creation of the process, pilot program, and training examples is your second task.

The top three proposals from Phase Two will be invited to make a presentation to the judging panel at the AECT Annual Convention in the third and final phase.

**Phase III of the Competition**

If your team designs one of the top proposals, you will be asked to make a 30--minute presentation to NATO ACT advisory board where they will select which of the three proposals to fund. At the 2020 AECT annual conference, each selected team will have 30 minutes to present (20 minutes for presentation and 10 minutes for questions) their solution. A team of expert faculty will play the role of the NATO ACT advisory board members/judges. The judges will deliberate and one team will be selected to receive the contract, which means winning the “Best Presentation” component of the AECT 2020 Design and Development Competition!

The announcement of the “Best Presentation” will take place during the 2020 AECT Annual Convention. Please note that if a team is selected to move on to Phase III of the competition, both team members from the team must be present at the AECT 2020 Annual Convention to present in this final phase of the competition.

Specific deadlines for each of the rounds of the competition will be provided on 2020 timeline found on the competition website located on the Featured Links section of the main page of the AECT Website - http://www.aect.org.
## AECT Design and Development Competition 2019

### Finalists

- Michelle Jensen and Aprel Mendenhall  
  Utah State University

- Maureen Hogan and Kelly Gross  
  Northern Illinois University

- Jessica Marzi and Makhosazana (Khosi) Lunga  
  University of Tennessee, Knoxville

### Mentors

- Jeannemarie Sierant  
  Socratic Arts

- Tara Bunag  
  Modesto Junior College

- Peter Rich  
  Brigham Young University

### Judges

- Ana Donaldson  
  Past president AECT

- Zahira Merchant  
  San Francisco State

- Jason McDonald  
  Brigham Young University

- Beth Oyarzun  
  UNC Charlotte

### Coordinating Committee

- Sheri Stover  
  Competition Co-chair  
  Wright State University

- Shauna Bona  
  Senior Consultant, McKinnon-Mulherin Consulting

- Logan Arrington  
  West Georgia University

- Cem Kumsal  
  NATO ACT

- Dan Schuch  
  Competition Co-Chair

### Special Judge

- Cem Kumsal  
  NATO ACT

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Supported by NATO ACT
Call for Proposals
2020 AECT International Convention

AECT invites you to submit a proposal for the 2020 AECT International Convention to be held in Jacksonville, Florida, during November 3rd–7th, 2020. The AECT International Convention brings together AECT members and other participants from the United States as well as other parts of the world to engage in social discourse and academic exchanges, showcase the best practices, share research findings, and advance design, development, integration of emerging technologies to enrich individuals’ learning experiences and promote our members’ professional development.

The theme for 2020 AECT convention is “Towards culturally-situated learning design and research.” Culture is broadly defined as a system of shared beliefs, values, goals, customs, and behaviors held by members of a community that distinguish themselves from another community. In the context of learning design and research, examples include being responsive to the knowledge, skills, attitudes, and beliefs that learners bring to the educational setting, and being sensitive to learners’ needs and community culture. Issues to be investigated may include instructional design and research in cross-cultural contexts from a global perspective, equity and justice issues for underrepresented population, socially and economically disadvantaged learners, or disparity issues regarding access to technologies and resources (e.g., digital divide, pedagogical divide, and resource divide).

This convention theme is intended to encourage AECT members to strive for understanding the culture of a group, organization, community, or society in the practice of learning design and research in order to make impactful contributions to the field. Instructional designers and educational researchers can only gain a deeper understanding of inquiry questions and critical issues through social construction and negotiation of meaning in the rich social and cultural contexts.

We invite papers that engage in deep conversations of complex and critical issues framed in the culture of a particular social context, which have often been overlooked in learning design and research. Empirical, conceptual, and practical papers on diverse topics, from various theoretical lenses, and at different social levels (e.g., microsystem and macrosystem) are welcome as long as they provide a rich description and discussion of sociocultural situatedness in their design research and practice. The goal of this convention is to connect our members to cultivate a culturally-situated mindset that leads to culturally-responsive learning environments, which will eventually make a transformative impact on individuals and the society.
General Information

Proposals Open - December 1, 2019
Proposals Close – January 31, 2020 11:59 pm (PST) (There will be no deadline extension.)
The review process by divisions and affiliates will be completed by the end of April. Check with division and affiliate leaders with regard to their specific peer review process and dates.

Proposal Process
To be considered, a complete proposal must be submitted. A complete online proposal submission consists of:

1. Presentation title
2. Description of the session (Maximum of 75 words)
3. An anonymous abstract (750-1,000 words)
4. List of actual presenters and contributors to your presentation.

Session Types
There are 8 types of sessions that proposers should consider and select. Each of these session types are described further below on the page, including specific criteria and guidelines required. For example, research-based proposals should include findings in order to be considered complete.

In addition, sessions may be proposed to any one of our divisions and affiliates. See links below to read the divisions and affiliates individual calls, which may include specific topics, requirements, or guidelines.

The session types include:

1. Concurrent Sessions
2. Featured Research Sessions
3. Fee-based Workshops
4. Inspire! Sessions
5. Learning Design and Technology Showcase
6. Panel Sessions
7. Poster Sessions
8. Roundtable Sessions

Proposers can submit an unlimited number of proposals and can present an unlimited number of times at the convention as registrants.

Equipment
All presentation rooms, excluding sessions scheduled for roundtables and poster displays, will be supplied with a digital projector. Other equipment, including laptops or tablets, and cables should be provided by the presenter. A limited number of external audio speakers will be available for checkout.
Accessibility
AECT is committed to making all reasonable arrangements that will allow conference presenters to participate in convention events. If there are accommodations that would best allow an attendee to present, please include any information that may help us in scheduling and to better prepare to meet a need.

Session Strand Identifiers and Keywords
In addition to topical keywords, proposers will also have the option of choosing one of the following strand identifiers. These identifiers are not designed to identify the session presenter, but rather to orient attendees to the content types or audiences intended for the sessions. These identifiers will be searchable (both in the online and phone applications) across divisions. Not all sessions will include one of these identifiers.

- Early career professional
- Mid-career professional
- Instructional design professional
- Administrator
- Research methodologies
- School-based research & practice
- Critical approaches to pedagogy and research

Presenters and/or Contributors
If you are listed as a “presenter” in an accepted proposal, you are expected to register, be present, and participate in the presentation at the convention. If you will not be presenting at the convention, you can and should be listed as a “contributor.” Presenters are also expected to follow the AECT Code of Ethics found in the AECT Policy Manual and available on the AECT website.

Proposal Reviews & Evaluations
A panel of peer reviewers will review proposals. You will receive electronic notification that your proposal has been received and, at the appropriate time, whether it has been accepted for the convention program. This information will be provided to you by your division’s conference planner.

Proposals will be reviewed using the following criteria:

1. Alignment with the convention theme and any relevant division theme
2. Relevance, timeliness, and general interest level of topic
3. Attention to audience engagement and interaction
4. Suitability for division/organization mission and membership
5. Clarity of the writing
6. Quality of the proposed session

If you are unsure of the suitability of your proposal to a particular group, click on the group names below to learn what each group may be looking for in proposal submissions for this year. We encourage you to contact the Convention Planner for that Division or Group.
MONDAY OCTOBER 21

5 Star Course Design: Applying the David Merrill First Principles of Instruction
8:30 am to 3:50 pm - Ballroom E

A primer on the application of meta-analysis to educational technology research: Examples using open-source software
8:30 am to 3:50 pm - Conference Rm 7

A new reality: Developing augmented reality solutions for learning
8:30 am to 3:50 pm - Ballroom F

Design Thinking for Instructional Designers
8:30 am to 3:50 pm - Conference Rm 11

Invited Workshop- Creating Applications to Help Learners Develop Inquiry and Critical Thinking Skills
8:30 am to 3:50 pm - Ballroom G

Invited Workshop- Makerspaces & Advancing the Curriculum: Interactive Maker Projects
8:30 am to 11:30 am - Ballroom D

Considering the characteristics of your online learner-Evaluating Online Learning Course Designs
1:00 am to 3:50 pm - Ballroom D

Invited Workshop- Computationally-enabled Devices in an Everyday World of the Student
1:00 pm to 3:50 pm - Conference Rm 9

TUESDAY OCTOBER 22

Invited Workshop- A View from the Trenches: Trends and Happenings in the Corporate Learning Space
8:00 am to 10:50 am - Ballroom E

Learning Analytics: Data wrangling and Visualization
8:00 am to 3:50 pm - Ballroom G

Learning from Failure: Growing Roses of Success
8:00 am to 10:50 am - Ballroom F

Mixed Methods Research Techniques: A Step by Step Approach for Instructional Design Researchers
8:00 am to 10:50 am - Ballroom D

Leveraging Artificial Intelligence to Enhance Game-based Learning
1:00 pm to 3:50 pm - Ballroom E

WEDNESDAY OCTOBER 23

Introduction to Open Education
9:00 am to 11:50 am - Ballroom D

Accessibility Design Slam
9:00 am to 11:50 am - Ballroom E

Online Data and Open Source Tools: Analyzing Educational Internet Data Using R
9:00 am to 3:50 pm - Ballroom F

Interactive Fiction and Case Based Learning with Twine and Inkpile
9:00 am to 11:50 am - Ballroom G

Create an Open Textbook on EdTechBooks.org
1:00 pm to 3:50 pm - Ballroom D

Creating Course Content with 360-Degree Media to Enhance Teaching and Learning
1:00 pm to 3:50 pm - Ballroom E

4 Cs to an A+ Learning Experience
1:00 pm to 3:50 pm - Ballroom G

THURSDAY OCTOBER 24

I-Zap-U-Zap-We-all-Zap: Creating Augmented Reality Artifacts for Instruction and Professional Brand Using Zappar
8:00 am to 9:50 am - Ballroom D

Invited Workshop- Hands-on: Connected Learning with Microsoft Teams
8:00 am to 9:50 am - Ballroom E

What is the Future Like? Speculative Methods in Learning, Design, and Technology
8:00 am to 9:50 am - Ballroom F

Flip Your PD: Top Tips and Tools For Creating PD Videos
8:00 am to 9:50 am - Ballroom G

Invited Workshop- Inspiring Phenomenological Research and Educational Practice
1:00 pm to 3:50 pm - Ballroom D

Culturally Responsive Instructional Design in the Online Environment
1:00 pm to 3:50 pm - Ballroom E

Designing Interactive Data Visualizations
1:00 pm to 3:50 pm - Ballroom F

FRIDAY OCTOBER 25

Creativity in the classroom
9:00 am to 11:50 am - Pavilion 11

Starting from Scratch: Building a Successful Mentoring Program
9:00 am to 11:50 am - Pavilion 9

Developing Yourself as an Asset for Instructional Design Careers in High Education and Private Industry
9:00 am to 11:50 am - Pavilion 10
Monday, October 21

001. AECT Quiet Room-Monday
5:00 am to 7:30 pm
Convention Center - Conference Rm 6

002. Intern Meeting - 0 Monday
7:00 am to 8:00 am
Convention Center - Conference Rm 3
Chair: Megan Conners Murtaugh, Independent Consultant

003. AECT -Board of Directors Meeting I
8:00 am to 11:20 am
Convention Center - Executive Boardroom
Chairs: Trey Martindale, Mississippi State University
Phillip Harris, AECT Executive Director

004. 01-Wa Invited Workshop-Makerspaces & Advancing the Curriculum: Interactive Maker Projects
8:30 am to 11:30 am
Convention Center - Ballroom D
Invited Workshop - Makerspaces & Advancing the Curriculum: Interactive Maker Projects
Presenter(s): Roger Wagner, Ed Tech Innovator, 1010 Technologies
(Note: Pre-registration required) In this introductory workshop, you’ll get hands-on experience seeing how educators can lead students to link interactive videos and other digital media to traditional physical models and pasteboard projects. Not only does this enhance the curriculum-based learning, but it creates the foundation for springboarding to coding, robotics, physical computing and computational thinking. Each participant will take home their own MakerBit project kit, which is based on the BBC micro:bit.

005. 01-We A new reality: Developing augmented reality solutions for learning
8:30 am to 3:50 pm
Convention Center - Ballroom F
A new reality: Developing augmented reality solutions for learning
Presenter(s): Quincy Conley, Pearson; Heather Lutz, Boise State University; Tiantian Jin, Pearson
(Note: Pre-registration required) Recent research suggests that augmented reality (AR) as an educational technology can improve learning in ways that previously had not been possible. However, most educational professionals do not fully understand how AR technologies work, nor how to incorporate AR into their instructional practices. In this workshop, participants will learn about the learning potential of AR and how educators can create and integrate the technology into their own teaching practices.

006. 01-Wd Invited Workshop- Creating Applications to Help Learners Develop Inquiry and Critical Thinking Skills
8:30 am to 3:50 pm
Convention Center - Ballroom G
Invited Workshop - Creating Applications to Help Learners Develop Inquiry and Critical Thinking Skills
Presenter(s): Jonathan M Spector, Department of Learning Technologies; Shanshan Ma, The University of North Texas; Lin Lin, University on North Texas; Dejian Liu, NetDragon; Xiaoqing Gu, ECNU; Jing Leng, East China Normal University; Kaushal Kumar Bhagat, Centre for Educational Technology, Indian Institute of Technology; Dawit Tiruneh
(Note: Pre-registration required) This is a hands-on workshop that presents a pedagogical framework for teaching inquiry and critical thinking skills (ranging from observing something unusual to developing an explanation after considering alternatives, testing the explanation, revisiting assumptions, and refining the explanation after analyzing additional evidence). An authoring framework and examples will be demonstrated and the workshop will conclude with those participating creating and sharing an additional example. Copies of a paper describing the framework. Authoring environment and pedagogical approach will be given to participants. Participants should bring a laptop computer.

007. 01-We 5 Star Course Design: Applying the David Merrill First Principles of Instruction
8:30 am to 3:50 pm
Convention Center - Ballroom E
5 Star Course Design: Applying the David Merrill First Principles of Instruction
Presenter(s): Joanne Pamela Bentley, The Abreon Group; Max Hale Cropper, Five Star Performance Solutions; M.David Merrill, Retired Utah State Univ.
(Note: Pre-registration required) Learn to evaluate your existing course and redesign a new course using Merrill’s First Principles of Instruction. We teach participants the 5 Star process, then based on workshop evaluations they will redesign their own course. Keen participants will leave with completed design documents, confidently prepared to tackle redevelopment tasks. Participants are encouraged to bring their laptops and/or printed syllabi of the course they want to improve and/or redesign.
008. 01-Wf A primer on the application of meta-analysis to educational technology research: Examples using open-source software
8:30 am to 3:50 pm

Convention Center - Conference Rm 7

A primer on the application of meta-analysis to educational technology research: Examples using open-source software

Presenter(s): Albert Dieter Ritzhaupt, University of Florida; Matthew L Wilson, Kennesaw State Univ.
(Note: Pre-registration required) This workshop is designed to gently introduce the meta-analysis research method using datasets from the field of educational technology in a friendly and interactive environment. The workshop focuses on the conceptual knowledge for conducting a meta-analysis using the open-source JASP software, instead of focusing on the mathematical equations. Participants will explore existing datasets to learn fundamental statistical concepts and their interpretation. Participants are encouraged to bring ideas for conducting their own meta-analysis for discussion.

009. 01-Wg Design Thinking for Instructional Designers
8:30 am to 3:50 pm

Convention Center - Conference Rm 11

Design Thinking for Instructional Designers

Presenter: Jason K McDonald, Brigham Young Univ.
(Note: Pre-registration required) This workshop will help attendees practice design thinking processes as applied to instructional design contexts. It will be an inspired educational experience, as participants learn practical skills for solving problems in a manner that is more flexible than typically available through common instructional design processes. Attendees will be able to apply these skills in a variety of circumstances, and will develop confidence that they can cope with unpredictable situations that may arise in their work.

010. JDFL Writers’ Workshop - Monday (Registration Required)
8:30 am to 4:00 pm

Convention Center - Conference Rm 1

Contributor(s): Robert F Kenny, Florida Gulf Coast University; Glenda A. Gunter, University of Central Florida; Dana Henriksen, Arizona State University; Michelle E Jordan, Arizona State University

Submission Drafts (Monday all day session) — If you plan to have a rough draft of your article and need some help in editing it, finding a correct perspective, need some advice as to the validity of your methodological focus, or general editing support to ensure that the perspective of the article is indeed formative in nature, you will be asked to submit that draft during the second round timetable as noted on the announcement.

011. AECT Leadership Luncheon (RSVP-Invitation only)
11:30 am to 12:50 pm

Convention Center - Pavilion 11

012. 04-Wa Invited Workshop- Computationally-enabled Devices in an Everyday World of the Student
1:00 pm to 3:50 pm

Convention Center - Conference Rm 9

Presenter: Roger Wagner, Ed Tech Innovator, 1010 Technologies
(Note: Pre-registration required) See how the new state mandates for integrating computer science K-12 can be done in part by having students (appropriate for grades 6-12) create working models of digital devices with embedded computing that they see around them in their everyday life. Examples range from traffic lights and kitchen timers to digital music players and robotic vehicles. Learn, as a student would, how a microcontroller can be programmed with a simple block language, and how even the simplest device opens the door to deeper challenges. Each participant will take home their own MakerBit Innovation & Invention Starter kit, which is based on the BBC micro:bit. Note: Participants who take the morning workshop 01-WA workshop will find this to be an excellent continuation of the concepts, however, the morning workshop is not a pre-requisite for this afternoon session. This workshop gives participants a sampling of building some of these devices.

013. 04-Wb Considering the characteristics of your online learner - Evaluating Online Learning Course Designs
1:00 pm to 3:50 pm

Convention Center - Ballroom D

Presenter(s): Camille Dickson-Deane, University of Technology, Sydney
(Note: Pre-registration required) This workshop will allow participants to use research methods to evaluate learning journeys in an online course. It allows participants to assume the persona of a student and map how they would access online course materials in an online learning environment. This method can be used to inform participants of students behavior within an online course thus further guiding a participant to review how online environments are designed for functional use and inevitably learning.
014. 2019 Early Career Symposium - Monday (Invitation Only)
1:00 pm to 5:50 pm
Convention Center - Pavilion 3
Chairs: Heather Leary, Brigham Young University
Wanli Xing, University of Florida

015. AECT Foundation Board of Trustees Meeting I
1:00 pm to 3:50 pm
Convention Center - Executive Boardroom
Chair: Chris Miller, Morehead State University

016. D&D-IDT Professor’s Forum
1:00 pm to 3:50 pm
Convention Center - Pavilion 9
Chair: Ross Perkins, Boise State University
The IDT Professors Forum is an annual gathering sponsored by the Design and Development Division. We invite all professors (tenure-track, adjunct, or clinical) who teach design and development to join us. Additionally, we invite senior doctoral students (who will be looking for a teaching position within the next 12 or so) to attend as well. This year’s topic will focus on career issues facing IDT professors: searching for a new job (inside or outside of academe), transitioning to a new position either on-campus or at a new campus, dealing with departmental or college issues that impact the teaching of design, and so on. Our goal is to learn from each others’ collective experiences in order to better prepare ourselves or our students. This year’s IDT forum will start with a general gathering for the first hour, during which time we’ll share experiences and brainstorm an outline for a “blended” experience for those who could not attend the forum or conference. After Hour 1, we’ll engage in a “Think / Pair / Share” activity - attendees are free to come and leave as they please. During that session, we’ll capture short video vignettes (with participants’ permission) that feature one or more IDT professors sharing advice or points to consider with respect to job searching, career transitions, and so on. The videos will then be available on YouTube and linked through Design & Development’s website and social media accounts.

017. GSA - Executive Board Meeting
1:00 pm to 1:50 pm
Convention Center - Conference Rm 4

018. First Timer’s Orientation
4:00 pm to 5:30 pm
Convention Center - Pavilion 11
Chair: Tonia A. Dousay, University of Idaho

019. AECT Design & Development Competition supported by NATO ACT Reception
6:00 pm to 8:00 pm
Convention Center - Pavilion 4
AECT, the members of Design and the Development Division of AECT, and NATO ACT have worked together to coordinate the 2019 AECT Design and Development Competition for promising instructional design graduate students. These students work in teams of two on a complex design problem and are mentored by experts in the field. AECT is specifically interested in promoting collaboration and mentoring within the professional community. This is a reception open to everyone. Here you can learn about the competition, inquire about participation and learn how you can use elements of the competition in your classroom back home. This year NATO ACT has partnered with AECT and the D&D division to conduct the competition. At this reception, you can learn more about NATO ACT and how instructional design is a part of their organization. Please come. There will be light refreshments served.
020. AECT Quiet Room - Tuesday  
5:00 am to 7:30 pm  
Convention Center - Conference Rm 6

021. CLT-Board of Directors Meeting  
7:00 am to 7:50 am  
Convention Center - Ballroom C

022. D&D-Board of Directors Meeting  
7:00 am to 7:50 am  
Convention Center - Ballroom A

023. DDL-Board of Directors Meeting  
7:00 am to 7:50 am  
Convention Center - Pavilion 10

024. DELT-Board of Directors Meeting  
7:00 am to 7:50 am  
Convention Center - Pavilion 9

025. Intern Meeting - 1 Tuesday  
7:00 am to 7:50 am  
Convention Center - Conference Rm 3  
Chair: Megan Conners Murtaugh, Independent Consultant

026. LED-Board of Directors Meeting  
7:00 am to 7:50 am  
Convention Center - Pavilion 6

027. Morehead State Doctoral Seminar - 1 Tuesday  
7:00 am to 7:50 am  
Convention Center - Conference Rm 11  
Chair: Chris Miller, Morehead State University

028. OTP-Board of Directors Meeting  
7:00 am to 7:50 am  
Convention Center - Pavilion 4

029. TED-Board of Directors Meeting  
7:00 am to 7:50 am  
Convention Center - Ballroom B

030. TIL-Board of Directors Meeting  
7:00 am to 7:50 am  
Convention Center - Pavilion 11

031. 2019 Early Career Symposium - Tuesday  
(Invitation Only)  
7:30 am to 10:30 am  
Convention Center - Pavilion 3  
Chairs: Heather Leary, Brigham Young University  
Wanli Xing, University of Florida

032. 11-Wa Learning Analytics: Data wrangling and Visualization  
8:00 am to 3:50 pm  
Convention Center - Ballroom G  
Learning Analytics: Data wrangling and Visualization  
Presenter(s): Minh Thi Ngoc Pham, University of Missouri, Columbia, USA  
(Note: Pre-registration required) The purpose of this workshop is to provide attendees with a walkthrough of data wrangling using R and data visualization using R and Tableau for learning analytics purposes. After the workshop, attendees will walk away with basic skills of data wrangling and visualization with R and Tableau. Scalfolding techniques will be employed to make sure that learners are comfortable to apply the skills introduced during the workshop to handle a real and complicated dataset.

033. 11-Wb Invited Workshop- A View from the Trenches: Trends and Happenings in the Corporate Learning Space  
8:00 am to 10:50 am  
Convention Center - Ballroom E  
Presenter(s): Cammy Bean, Kineo  
(Note: Pre-registration required) Join Cammy Bean as she talk through her view of the eLearning industry. What are some of the shiny objects and hot trends that corporate learning departments are after? What about technology platforms and tools?

034. 11-Wd Mixed Methods Research Techniques: A Step by Step Approach for Instructional Design Researchers  
8:00 am to 10:50 am  
Convention Center - Ballroom D  
Presenter: Zahira Merchant, San Francisco State Univ.  
(Note: Pre-registration required) Identifying yourself as a quantitative or a qualitative researcher may limit your ability to explore a broader range of research questions. Where qualitative researchers report on how and why of the research questions, the quantitative researchers inform about how many, who, where, and when. Either can give only a part of the complete picture. Then, why not consider using a mixed method research design? Learn how to decide if mixed methods approach is the correct paradigm to apply, develop mixed methods research questions, explore the role of sampling, compare and contrast the mixed methods approach with quantitative and qualitative research approach.

035. 11-We Learning from Failure: Growing Roses of Success  
8:00 am to 10:50 am  
Convention Center - Ballroom F
Presenter(s): Alan Buss, University of Wyoming; Craig Erschel Shepherd, University of Memphis; Shannon M. Smith, University of Wyoming
(Note: Pre-registration required) Failure can inhibit or enhance learning, making it a critical factor to consider when designing and implementing instruction. Rather than being a shadow to avoid, failure should be embraced and celebrated. This three-hour workshop will explore how failure can be leveraged to inspire learning and learners through the use of LEGO robotics in engaging and challenging mathematical explorations. A lack of programming experience is welcome, will be supported, and will enhance the conversation.

An iterative series of design-based research studies were completed by a team of physicians, designers, and staff to create an integrated sequence of clinical cases that incorporate the use of a commercial-off-the-shelf learning platform to innovate medical education. The presenters will characterize the agile process that was followed to design, develop, test, and improve the learning experiences; discuss the results of expert reviews, one-to-one and small group evaluations; and illustrate sample interactions with the system.

Building Empathy in Pharmacy Students through a Diabetes Simulation Course
Presenter(s): Heather Whitley, Auburn University; Sylvia Elaine Rogers, Auburn University
An elective course using a deconstructed diabetes patient simulation was piloted in a public pharmacy school located in Alabama in order to provide an opportunity for second year pharmacy students to build empathy and gain skills for educating and counseling diabetes patients. The piloted course was evaluated using a pre and post test of diabetes knowledge, a diabetes semantic differential scale, anonymous student feedback, and course content from discussion boards and student reflections.
the impact of an online learning community-building module, over a five-year time period, on the development of learning communities in higher education settings. The presentation will also share practices for building an inclusive team-based online learning experience and demonstrate the OER version of The Link that educators may adapt for their own unique contexts.

040. DDL Inspire! Teaching to D2
8:00 am to 8:50 am
Convention Center - Pavilion 9

Teaching to D2: Transitioning from f2f teaching to online design and delivery
Presenter(s): Amy Marie Grincewicz, Kent State University; Laura E Gray, University of the West Indies
Quality online teaching is a combination of design and delivery. Effective online learning requires a student, an instructor, and an instructional design plan designed to motivate students to engage and interact with one another. During this session, participants will actively engage with the presenters in a meaningful discussion about online design and delivery. The goal of the session is to examine how a foundational design promotes meaningful interactions between students and the instructor during delivery.

041. D&D: Sustainable Developments to Promote Change
8:00 am to 8:50 am
Convention Center - Ballroom A

Incorporating Microlearning Strategies into a Blended Professional Development Program for Instructors
Presenter(s): Hoyet Hemphill, Western Illinois Univ. Contributor(s): Leaunda Hemphill, Roger Runquist, Western Illinois University
The presentation will focus on the incorporation of microlearning strategies into a blended learning professional development program. The program helps instructors develop teaching competencies essential for academic success at a higher education institution. Microlearning techniques provide an opportunity for smaller instruction segments and learning opportunities in a flexible, personalized, and accessible environment. A discussion of the redesign of the program, challenges faced, lessons learned, and future directions will be provided.

Integrating Sustainability to Inspire Change!
Presenter(s): Jenny S Wakefield, Dallas County Community College; Widad Kinard, Reem Ali

Almazayd, University of North Texas
A faculty-led sustainability mini-pilot, that would allow college students to become mindful of our fragile world, inspired to get involved in sustainability efforts, and additionally to become immersed in satisfying real-world learning, was initiated during Fall semester 2018 at a Community College in Texas. Faculty self-selected to participate and vouched to incorporate at least one assignment related to sustainability in their courses. Findings from the first phase of lived-experience focus group research is presented.

042. DELT: Issue & Themes in Emerging Technologies: Adaptive and Mobile Learning
8:00 am to 8:50 am
Convention Center - Conference Rm 13

A Content Analysis towards the Trends of Mobile Learning Research in the Past Fourteen Years
Presenter: Yen-Mei Lee, University of Missouri-Columbia
With the rapid development of handheld technology, mobile devices not only break through the restrictions on time and space but also increase the possibilities of communication and collaboration in educational purposes. Mobile learning (m-learning) is the main topic discussed in this study. A content analysis was applied to have a comprehensive understanding about the trends of m-learning studies in the past 14 years (2005-2018). Results indicated seven clustered categories regarding the main features of m-learning.

Adaptive Learning: Lesson learned from students’ learning experiences through a self-regulated learning framework
Presenter(s): Andrea Gregg, Jessica Resig, The Pennsylvania State University Contributor(s): Eunsung Park, Roy B Clariana, Pennsylvania State University; Lynne Johnson; Junxiu Yu, Penn State University
Adaptive learning has been implemented, especially in high enrollment classes in higher education, to help individual learners with personalized support above what instructors are able to provide to individual students. This session shares our recent adaptive course’s students’ learning experiences from a self-regulated learning framework. We especially focus on students’ use of real-time system suggestions, and their self-regulation influenced by the individual learning support in their learning analytics dashboard.

043. GSA: A Conversation with the AECT President-Elect
8:00 am to 8:50 am
Convention Center - Conference Rm 4
Facilitators:

Murat Turk, The University of Oklahoma  
Sharon Flynn Stidham, Virginia Tech  

Presenter: Xun Ge, University of Oklahoma  
Come join us for an opportunity to meet and sit down with our new AECT President-Elect, Dr. Xun Ge. During this session, she will share her vision and plans for AECT and the 2020 convention in Jacksonville.

045. RTD: Learning and Social Media  
8:00 am to 8:50 am  
Convention Center - Ballroom B

How Do You Do, Fellow Kids? “New Teachers” in Twitter #ntchat  
Presenter(s): K. Bret Staudt Willet, Michigan State University  
Contributor(s): Lauren Bagdy, Florida State University  
This presentation describes participation in Twitter #ntchat (i.e., “new teacher chat”) using a mix of quantitative methods and qualitative content analysis. Surprisingly, results showed that new teachers are not the main contributors to #ntchat. This session will be of interest to researchers studying online learning and anyone working to support teachers’ or IDT professionals’ growth. Presenters will facilitate discussion among attendees regarding various online spaces for supporting professional development and methods for studying them.

Social Media and Undergraduates: Use and Opportunities Across Student Life  
Presenter(s): Vanessa Dennen, Florida State University; Hajeen Choi, Florida State University; Demetrius Rice, Florida State University; Ginny L. Smith, The Florida State University  
Contributor(s): Lauren Bagdy, Florida State University  
This study examines how university students use social media to support their formal learning, extracurricular, and social interactions. Findings show that while social media has a constant presence in these students’ lives, use is largely limited to conversing with friends and passively accessing media. Students are not savvy users in many contexts, demonstrating opportunities to teach how to use social media for learning, professional networking, and professional development.

046. RTD: Multimedia Design and Learning B  
8:00 am to 8:50 am  
Convention Center - Ballroom C

Learning from Video Lectures: Working Memory  
Presenter(s): Jiahui Wang, Kent State University; Pavlo Antonenko, University of Florida; Kara Dawson, University of Florida  
Instructional videos are generally designed in a “one-size-fits-all” manner, but individual differences in attention and cognition can affect the way students learn with the same media. The current study aimed to explore how learning from video lectures with and without instructor presence are moderated by individual differences in working memory capacity and inhibitory control. Participants watched two statistics instructional videos of varied content difficulty, each with or without instructor presence. Learning from the two videos was measured using retention and transfer questions. Results indicated participants who had higher WMC scores performed significantly better on the retention test for the easy topic; and those who had higher inhibitory control scores excelled on the transfer test for the difficult topic.

Examining Visual Attention and Learning In Organic Chemistry Task Using 2D and 3D Molecule Models  
Presenter(s): Jiahui Wang, Kent State University; Zhen Xu, University of Florida  
Contributor(s): Dohyong Koh, University of Massachusetts Boston; Pavlo Antonenko, University of Florida; Matthew Schenps, University of Massachusetts Boston; Marc Pomplun, University of Massachusetts Boston; Li Cheng, University of Florida; Jingwei Li, University of Florida  
This study explored visual attention patterns and learning performance in an organic stereochemistry task in which a sample of 40 community college students compared 2D and 3D models of molecules. Although accuracy was comparable across conditions, participants took significantly longer to complete the 3D task. Participants also produced more and longer fixations and more center crossings for the 3D task suggesting split attention and more effortful cognition in comparing model features.

047. SICET: Preparation for a Cross-cultural IDT Career  
8:00 am to 8:50 am  
Convention Center - Conference Rm 7

Preparation for a Cross-cultural IDT Career: Competencies, Challenges, and Strategies  
Presenter(s): Juhong Christie Liu, James Madison
University; Hong Zhan, Embry-Riddle Aeronautical University; Hengtao Tang, University of South Carolina; Michael M Grant, University of South Carolina; Chih Hsiung Tu, Northern Arizona University; Miriam Bender Larson, University of Tennessee, Knoxville
Contributor(s): Barbara Lockee, Virginia Tech

Competencies expected of Instructional design and technology (IDT) professionals are evolving to meet the interdisciplinary and emerging nature of relevant careers. There are also diverse phases of IDT career trajectory in K-12, higher education, cooperate sectors, health, military, international engagement, and many other areas (Larson & Lockee, 2014), Facing these expectations, graduate students and junior faculty members from a non-English cultural background may not be prepared with these competencies and implicit cross-cultural expectations. This panel of IDT experts and authors will share their insights about the competencies, challenges, and strategies in the preparation of a sustainable career.

048. STC: Applying Instructional Design Principles for Change in Learners’ Self-Efficacy and Self-Regulation
8:00 am to 8:50 am
Convention Center - Conference Rm 14
Changing Online Group Project Graduate Course Design and Instruction: Results from a Learning Ecosystem Study
Presenter(s): Eugene Kowch, University of Calgary - Faculty of Ed
Join us as we present findings from researching seven online graduate courses in a major Canadian university where group learning projects (done across the miles) matter. Finding both enablers and constraints from this study of student self-regulation and instruction, we examine individual and group project self-regulation, relationship and group dynamics along with instructor positive interdependence in communities of inquiry. We will provide surprisingly simple design and instruction guidelines for online learners and designers reshaping online learning ecosystems.

Self-Efficacy Change, Physiological Change, and Gagne’s Events of Instruction: A Case Study in Pulmonary Rehabilitation Education
Presenter(s): Thomas Watson Lamey, Salisbury University & University of South Alabama; Gayle V. Davidson-Shivers, University of South Alabama
Self-efficacy is a belief about capability to achieve targeted levels of performance exerting influence over daily life (Bandura, 1994). Instructional strategy inside pulmonary rehabilitation specific to developing self-efficacy, such as performance accomplishment, vicarious experience, verbal persuasion, and decreasing emotional and physical arousal aide does not exist. The purpose of this concurrent is to present recent findings on pulmonary rehabilitation patient self-efficacy mediators, and how Gagne’s events of instruction can be altered to increase self-efficacy belief.

049. TED: Considering Optimal Technology Integration Beyond TPACK
8:00 am to 8:50 am
Convention Center - Conference Rm 9
To Design or To Integrate? Instructional Design versus Technology Integration Knowledge in Developing Learning Interventions
Presenter(s): Ugur Kale, West Virginia University
Contributor(s): Jiangmei Yuan, West Virginia University; Abhik Roy, West Virginia University
Technology integration is different than instructional design. Research on the former emphasizes frameworks such as TPACK. Instructional Design knowledge (IDK), however, guides the design process of instructional interventions. Despite their benefits to the instructional development, how teachers can apply both kinds of knowledge in their efforts is not clear. Thus, this study identifies IDK and TPACK that have been evident in the projects of K12 teachers enrolled in instructional design and technology integration courses respectively.

What Are We Missing? Exploring the Considerations in Preservice Teachers’ Technological Pedagogical Reasoning
Presenter(s): Ai-Chu Ding, Ball State University; Ya-Huei Lu, East Carolina University
Contributor(s): Jiyoon Jung, University of Illinois, Urbana-Champaign
This case study examined preservice teachers’ knowledge use during technology integration decision making to explore whether their reasoning involved sociocultural factors, such as knowledge about learners, educational contexts, and/or digital inequality in teaching. Analyses of semi-structured interview data of fourteen preservice teachers in a standalone technology integration course show that while they employed multiple domains of teacher knowledge during reasoning, but their considerations of the sociocultural aspects were limited.
050. TIL: Emerging Technologies
8:00 am to 8:50 am
Convention Center - Conference Rm 12
A Case Study Exploring Non-dominant Youths’ Attitudes toward Science through Making and Scientific Argumentation
Presenter(s): Pi-Sui Hsu, Northern Illinois University
Contributor(s): Eric Monsu Lee, Illinois Institute of Technology; Silvia Rehulina Ginting, Northern Illinois University; Thomas J. Smith, Northern Illinois University; Carol Kraft, Rockford School District
The purposes of this qualitative case study were to describe the design and the development of a maker-centered learning environment and curriculum by an interdisciplinary team, and to explore how six middle school youths in the Midwestern U.S. from non-dominant backgrounds changed their attitudes toward science in an after-school program that incorporated Maker education and scientific argumentation.

051. AECT: If a Tree Falls in a Forest & No One is There to Hear it…
9:00 am to 9:50 am
Convention Center - Pavilion 9
If a Tree Falls in a Forest & No One is There to Hear it… Does it Make a Sound? Exploring the 5th edition of the Handbook for Research in Educational Communications & Technology
Presenter(s): MJ Bishop, AECT Board Member; Barbara Bichelmeyer, UMKC; Elizabeth Boling, Indiana University; Thomas C. Reeves, The University of Georgia
Given the growing need for clarity around technology’s role in learner success, it is critical that our scholarship addresses real-world educational needs and is disseminated in ways that can meaningfully inform design practice. The 5th edition of the Handbook for Research in Educational Communications and Technology represents an intentional organizational shift in this direction. Panelists will discuss this attempt to tie our field’s practice-based scholarship more directly to the broader framework of educational research.

052. CLT Issues in Technology-Mediated Environments-2
9:00 am to 9:50 am
Convention Center - Conference Rm 14
Twitter Hashtags and Religious Learning: Mormon Identity and Participatory Practice in #ldsconf
Presenter(s): Spencer P. Greenhalgh, University of Kentucky; K. Bret Staudt Willer, Michigan State University
Contributor(s): Matthew J. Koehler, Michigan State University
Technology increasingly influences the acquisition and expression of religious identities and practices. In this study, we explore how one Mormon religious practice (“sustaining”) is enacted differently in the #ldsconf Twitter hashtag than in traditional Mormon contexts. Our results suggest that although #ldsconf participants largely respected the established intention and importance of sustaining, they were able to express themselves more personally with Twitter than they could have in traditional spaces.

053. D&D: Improving Performance Through Formative Design and Gamification
9:00 am to 9:50 am
Convention Center - Pavilion 11
Educational Live Action Role Play: Dungeons and Dragons for Human Performance Improvement Instruction
Presenter(s): Angela Doucet Rand, University of South Alabama
This presentation addresses the design of a Dungeons and Dragons-inspired educational live action role-play game (Edu-Larp) to increase interest and motivation in online instruction. Design considerations included identifying teaching goals, scenario construction, running the scenario, and debriefing. Strategies used in
the design and development are relevant for instructors and instructional designers teaching in face-to-face or online environments. In this presentation, participants will engage in sketching out a character and scenario for an Edu-LARP of their choosing.

054. DDL: MOOCs Need Love Too
9:00 am to 9:50 am
Convention Center - Pavilion 10
Successful Learners' Self-Regulated Learning Strategies, Self-Efficacy and Task Value as Predictors of Their Satisfaction with a Massive Open Online Course
Presenter(s): Daeyeoul Lee, Purdue University
Contributor(s): Sunnie Watson, Purdue University; William Watson, Purdue University
This study investigated the influence of self-regulated learning strategies, self-efficacy, and task value on successful learners' satisfaction with a Massive Open Online Course. The results of stepwise multiple regression analysis showed that learner satisfaction was mainly predicted by self-regulated learning strategies and to a lesser extent by task value. In addition, learner satisfaction was primarily predicted by metacognitive activities after learning, and to a lesser extent by environmental structuring, followed by time management.

055. D&D: Theory-Driven Considerations for Modern Day Delivery
9:00 am to 9:50 am
Convention Center - Ballroom A
Interrogating the Tool Design Processes: Impact of Practical Needs in Theory-Driven Tool Design
Presenter(s): Luettamae Lawrence, Univ. of Illinois
Contributor(s): Jiyoon Jung, University of Illinois, Urbana-Champaign; Emma Mercier, University of Illinois, Urbana-Champaign
This paper proposes that a critical reflection on learning support tool design processes promotes productive scholarly conversations that advance both theory and practice. We outline our four-year representational tool design project in partnership with an engineering education program, explain the theories used in the initial tool design, and identify trade-offs made to the design due to practical needs through critical reflection of our design processes. Theoretical and practical implications are discussed.

056. DELT: Learning Analytics
9:00 am to 9:50 am
Convention Center - Conference Rm 13
A Classification Framework for Research on Learning Analytics and a Literature Review with a Focus on Professional Learning
Presenter: Kibong Song, Virginia Polytechnic Institute and State University
Contributor: Amy Arnold, Virginia Tech
The researchers developed a classification framework on learning analytics based on an extensive literature review of 712 research articles. By mapping the framework with research on learning analytics associated with professional learning, researchers not only identify the gaps but also the most salient themes emerging from the literature.

057. GSA: How-To Review Manuscripts and Proposals
9:00 am to 9:50 am
Convention Center - Conference Rm 4
How-To Review Manuscripts and Proposals
Presenter(s): John Curry, Idaho State University; Kelly Ross, University of Oklahoma
Contributor(s): Andrew Tawfik, University of Memphis; Farjahan Shawon, University of Idaho
In the past decades, teaching and learning have undergone rapid transformation partly because of advances in technology and access to such technology. Mobile technologies for learning have become widespread, and is visible, even in the developing world. Guidelines are therefore needed for effective content design for these devices.
Interested in becoming a reviewer for conference proposals or a journal? Come learn from leaders in AECT on how to effectively and accurately review journal manuscripts and conference proposals.

058. INTL: Empowering Underrepresented Groups through Education and Technology
9:00 am to 9:50 am
Convention Center - Conference Rm 11

Inclusion with Caution! Digital Literacy Among Elderly in Saudi Arabia
Presenter(s): Manal Alsaif, IU
Contributor(s): Ahmed M Mukhtar, University of Missouri; Sumayah Abu-Dawood, University of North Texas

This research highlighted the voice of missing stakeholders in our technology-oriented framework those who are 60 years old and above. The research investigates the ICT use experiences of Saudi senior citizens and their obstacles when dealing with ICT. Findings of the study provide implications on how technology could rejuvenate current adult training and programs.

Voices of Nigerian Women in Education
Presenter: Ana Donaldson, University of Northern Iowa - Retired
Contributor: Felicia Mormah, Association of Digital Education and Communications Technology of Nigeria

Many Nigerian women have shared going against their fathers, husbands, and communities to fight for their education and the goal of an academic place within the country. This presentation will share individual women’s stories of their personal journeys. Attendees to the presentation will be asked to share their own experiences. A discussion of how to learn from the past to inform the future will identify how this historical trend can begin to be reversed.

060. RTD: Multimedia Design and Learning C
9:00 am to 9:50 am
Convention Center - Ballroom C

The Impact of Multimedia and Modality Principles on Students with Dyslexia: A Meta-analysis
Presenter(s): Rui (Tammy) Huang, College of Education, University of Florida; Jiawen Zhu, College of Education, University of Florida; Albert Dieter Ritzhaupt, University of Florida
Contributor(s): Kara Dawson, University of Florida

Multimedia learning principles (e.g., modality) are assumed to be beneficial for key learning outcomes, yet these principles have largely been tested on typical learners (e.g., college students). A growing body of literature has applied multimedia learning to learners diagnosed with dyslexia, but the results are mixed. This research uses meta-analysis to integrate these findings and provide evidence of the overall effects of multimedia on dyslexic learners. Implications for research and practice are provided.

061. RTD: Research in Higher Education C
9:00 am to 9:50 am
Convention Center - Ballroom B

Feelings of Connectedness of Students in Online Graduate Business Programs
Presenter(s): Doris U Bolliger, Old Dominion University
Contributor(s): Todd E. Jamison, Chadron State College

This proposal reports a Category 1 completed study on students’ feelings of connectedness in two online graduate business programs at a small college in the Midwest. Results indicate participants moderately agreed with items on the connectedness instrument. Participants, however, reported dissatisfaction with sense of community in their programs. Significant differences were found based on gender and number of credit hours completed. Participants reported specific learning activities instructors utilized in their respective programs.

[NR] The Importance of the Faculty-Student Connection: an Action Research Study Showing the Impact of Immediacy
Contributor(s): Robert Crosby Sparks, University of Phoenix; Hildegarde Selig, University of Phoenix

This presentation describes the action research undertaken to improve the rate of response to the students’ end-of-course evaluations by enhancing the faculty-student connection or ‘immediacy’ in the online environment. A review of the pertinent literature on immediacy and student evaluations will be included in the presentation, as well as examples of online immediacy practices. Higher education instructional professionals at all levels, administrators, and researchers may benefit from this presentation.

062. SICET: Teaching for Active Learning
9:00 am to 9:50 am
Convention Center - Conference Rm 7

Faculty Considerations for and Attitudes towards
Teaching in Active Learning Classrooms: An Exploratory Investigation
Presenter(s): Sha Yang, University of Minnesota-Twin Cities; Xiaojun Chen, St. John’s University
Contributor(s): Yi Luo, University of Illinois at Urbana - Champaign

Previous research focuses on comparing the learning outcomes and student perceptions in active learning classrooms (ALCs) with those in traditional classrooms and discussing design and implementation process in ALCs. There is little research on faculty perspectives of teaching in ALCs. This qualitative study will explore faculty’s considerations for and attitudes towards teaching in ALCs.

Exploring Instructors’ Perspectives on the Use of Gamification in MOOCs
Presenter(s): Yunjo An, University of North Texas; Curtis J. Bonk, Indiana University; Lin Lin, University on North Texas; Meina Zhu, Indiana University

Although research studies on the educational potential of gamification and gamification design for learning are increasing, there is only a few studies on gamification in massive open online courses (MOOCs). This study aims to explore instructors’ perceptions, interest, self-efficacy, perceived barriers, and support needs regarding the use of gamification in MOOCs. The study uses an online survey of MOOC instructors and follow-up interviews to collect data.

063. STC: Systemic Considerations
9:00 am to 9:50 am
Convention Center - Conference Rm 1
Systemic Considerations for Preparing Instructional Design Students for Different Career Paths
Presenter(s): Jill Stefaniak, University of Georgia; Rebecca M. Reese, Colorado School of Mines; Suha Tanim, University of South Carolina; Todd Adrian, Indian River State College; Robert Marthe Branch, University of Georgia
Contributor(s): Barbara Lockee, Virginia Tech

Faculty, practitioners, and administrators from 6 instructional design programs have collaborated to discuss ways in which we need to adjust classroom instruction to better prepare instructional design students for systemic relationships in the workplace. All panelists have instructional design experience in industry and higher education and hold advanced degrees in the field. The panel will discuss systemic challenges that occur during real-world design, and challenges faculty encounter preparing students to account for systemic elements.

064. TED: Maker Education Approaches and Strategies in K-12 Settings
9:00 am to 9:50 am
Convention Center - Conference Rm 9
Strategies Used by Instructional Coaches Working with K-12 Students and Teachers on Maker Education
Presenter: Stephanie Stephens, Kennesaw State Univ.
Contributor(s): Yi Jin, Kennesaw State University; Leigh Martin, Kennesaw State University; Ann Marie Carrier, Kennesaw State University

This research investigated the strategies used by instructional coaches when they work with K-12 students and teachers on maker education. The presenter will introduce a list of strategies/best practices and propose a model of instructional design and development that could be used by instructional coaches and teachers for instructional coaching and lesson co-planning. The presenter will discuss the best practices and proposed model with the audience to elicit feedback and find potential research collaboration opportunities.

Drive Student Success: Designing a MakerBus to Bring Standard-Based Making and Technology Activities into K-12 Schools
Presenter(s): Stephanie Stephens, Kennesaw State University
Contributor(s): Yi Jin, Kennesaw State University; Leigh Martin, Kennesaw State University; Ann Marie Carrier, Kennesaw State University

The presenter will introduce a new approach to bring the making experiences to K-12 students and instructional coaching to teachers, designing and driving a MakerBus. The importance of maker education, rationale of creating the MakerBus, the design case of a MakerBus, lessons learned, and reflections on running the MakerBus will be shared. The presenter hopes to start a conversation on innovative ways of providing maker education to K-12 students, with accompanying instructional coaching for teachers.

065. TED: Online Writing and Reflection Prompts
9:00 am to 9:50 am
Convention Center - Conference Rm 10
Designing an Identity-Oriented Reflection Scaffolding in Teaching Practicum of Pre-service Teachers
Presenter: Heng Luo, Central China Normal Univ.
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Includes: Wenhao Li, Central China Normal Univ.
To gain a deeper understanding of how reflection scaffolding (RS) can support pre-service teachers to write high-quality reflections during their internships, this study employed educational design research approach to document the iterative cycle of RS design, implementation, evaluation, and revision. The empirical results revealed providing a role-based RS can effectively enhance the depth and breadth of pre-service teachers’ reflection, and effectively improve the interactivity and quality of peer feedback.

Using an Online Revision Tool to Inspire the Use of Effective Revision Strategies
Presenter(s): Kalianne Lund Neumann, Oklahoma State University
This study examines the writing achievement and revision strategies of secondary students who used an online revision tool to engage in peer review and revision of three essays. Students conducted peer review, used peer feedback to revise, and reflected on their process. Results indicate increased rubric scores and decreased error occurrences on each essay. Additionally, features of the tool helped students develop revision strategies that shifted their focus from making surface changes to text-based changes.

066. TIL Inspire! Get Your Groove On
9:00 am to 9:50 am
Convention Center - Conference Rm 12
Get Your Groove On: Hour of Code AECT-style
Presenter: Sean Raymond Jackson, Mason County Schools
Do you teach a tools class at your institution? Are you interested in how current curriculum creators are developing courses? Do you need a ‘brain-break’ and want to have some fun while learning? Then this session is for you! During Computer Science Education week every year, millions of teachers and students participate in an Hour of Code. This event is high engagement for participants and lots of fun. So bring your laptop or tablet and participate in an AECT Hour of Code.

067. AECT Inspire! Its Our Course! Prototyping Collaborative Design Approach
10:00 am to 10:50 am
Convention Center - Ballroom A
Presenter(s): Patrick O. Mose, Ohio University
Online education has emerged significantly as a critical component in higher education and many other sectors. This component requires stakeholders to have content knowledge and a grasp of interactivity in an online environment, technology and logical design theories and principles. The researcher, using a case study, investigated the development of a new educational administration online certificate program by a team of faculty and instructional designers. Perceptions of faculty facing overwhelming challenges emerging 21st century technology trends and utilizing course design principles are common in the new online learning environment era.

068. CLT: Collaborative Research
10:00 am to 10:50 am
Convention Center - Conference Rm 1
Collaborative Research: From Proposals to Scholarship Representation
Presenter(s): Juhong Christie Liu, James Madison University; Akesha M Horton, Indiana University; Sylvia Elaine Rogers, Auburn University; Jonathan M Spector, Department of Learning Technologies; Thomas C. Reeves, The University of Georgia; Xun Ge, University of Oklahoma; Kui Xie, The Ohio State University; Amy C Bradshaw, University of Oklahoma; DEEPAK PREM SUBRAMONY, Kansas State University
Because of its emerging nature, scholarship on culture and inclusivity in educational technology needs collaborative efforts in identifying and developing conceptualization, procedures, resources, and venues of result dissemination. This panel will bring together a diverse group of scholars and researchers with relevant scholarship accomplishments or practical experience. The panel will engage in discussions for an in-depth exploration of scholarship opportunities and strategies from proposals to implementation.

069. D&D: Design Teams in Action Panel
10:00 am to 10:50 am
Convention Center - Pavilion 9
Design Teams in Action | Perspectives from Observers
Presenter(s): Jennifer Maddrell, Designers for Learning; Monica Tracey, Wayne State University; Jessica Resig, The Pennsylvania State University; Beheshteh Abdi, Northern Illinois University; Tugce Aldemir, Pennsylvania State University; Kiran Budhrani, University of North Carolina at Charlotte
Contributor(s): John Baaki, Old Dominion University; Kathy Essmiller, Oklahoma State University
Panelists will discuss the outcomes of a recent service-learning project with graduate students from several
different instructional design programs. Panelists were observers of an expert design team in action. Observers immersed themselves into the teams’ design process allowing them to reflect on how design teams should function, who should be part of a design team, how to prepare designers, how designers develop their professional identity, and what expertise design team participants should possess.

070. DDL: Assessment of Activities in the Online Environment
10:00 am to 10:50 am
Convention Center - Pavilion 10

Exploring Undergraduate Students’ Patterns and Challenges of Computational Thinking (CT) Practice in an Online Environment
Presenter(s): Hyunchang Moon, Texas Tech University; Kyungbin Kwon, Indiana University, Jongpil Cheon, Texas Tech University
This study explored undergraduate students’ patterns and challenges of Computational Thinking (CT) practice in an online environment. Qualitative data were collected from Scratch coding journals and Scratch programming artifacts. The results revealed that undergraduates’ reactions towards their successful programming experiences differed according to the level of CT concept. No incremental and iterative programming process were identified in a required outcome with unfinished tasks. Most students tested to see if their programming scripts were working and debugged errors by themselves. Few students programmed the tasks using other resources or without any references. More findings and implications will be discussed in the presentation.

071. GSA: Learning Analytics: Intersections with ID, Research, and Practice
10:00 am to 10:50 am
Convention Center - Conference Rm 4

Presenter(s): Clara Schumacher, University of Mannheim; Pauline Salim Muljana, Old Dominion University; Meina Zhu, Indiana University; Dirk Ifenthaler, University of Florida; Andrew Tawfik, University of Memphis
“Learning analytics is emerging but full of potentials. In Instructional Design and Technology field, this approach holds promises in informing design decisions that can help improve learning outcomes. This session discusses the ideas on intersecting learning analytics with instructional design, particularly on the research and practices. Ethics and challenges will be also discussed.”

072. ICEM-Board/Membership Meeting
10:00 am to 10:50 am
Convention Center - Pavilion 4

073. INTL Inspire! Practical Instructional Problems & Solutions
10:00 am to 10:50 am
Convention Center - Conference Rm 11

Practical Instructional Problems & Solutions: The Learning Activity Workbook
Presenter(s): Briju Thankachan, Ohio University
Moving learners from little or no proficiency (ignorance/ incapability) of knowledge, skills and attitude to perfect performance is the main task of an instruction. However many international instructors struggle to deliver quality instruction (carefully planned and ordered presentation) because of a lack template to align the Curriculum, Instruction and Assessment. This inspire session introduces a new learning activity workbook to address this issue.

074. OTP: Augmented Reality and Problem Based Learning-B
10:00 am to 10:50 am
Convention Center - Conference Rm 13

Enhancing the Augmented Reality Application to Scaffold Use of 3D Printer
Presenter(s): Sarinporn Chaivisit, Oklahoma State University; Younglong Kim, Oklahoma State University; Penny Thompson, Oklahoma State University
The purpose of this study is to investigate the effectiveness of an augmented reality (AR) app in improving graduate research assistants’ performance in learning new technologies in an emerging technology learning space. This study aims to apply the HPT model to improve the user’s learning performance. An AR app is selected as a job aid for scaffolding use of technologies. The AR app provides multimedia instructions such as images, videos, and other additional resources.

075. RTD: Multimedia Design and Learning A
10:00 am to 10:50 am
Convention Center - Ballroom C

Evaluating the multimedia and modality principles on students with and without dyslexia
Presenter(s): Jiawen Zhu, College of Education,
Current studies which focus on applying the cognitive theory of multimedia learning lack comparative studies on students with and without learning difficulties such as dyslexia. This research aims at exploring performance, satisfaction and self-reported mental effort differences between students with and without dyslexia. One hundred forty-eight student participants (73 with dyslexia and 75 without dyslexia) were recruited from public universities in the southeastern U.S. Possible explanations of the results are discussed in this session.

Study on the Theory of the Linguistics for Multimedia Design

Presenter(s): Zhijun WANG, Tianjin Normal University; Xiao LIU, Tianjin Normal University; Hong LI, The Second Affiliated Hospital, Tianjin University of Traditional Chinese Medicine

Based on linguistics, semiotics, psychology and education, this study explores the theory of Linguistics for Multimedia Design (LMD), including: theoretical framework, research content, research methods, the relationship between Cognitive Theory of Multimedia Learning (CTML) and LMD. The study adds new insights to theory, idea, method for the follow-up researches of LMD and LMD as a linguistic tool is used for designing multimedia learning materials to promote the teaching effects in the information environments.

076. RTD: Online Learning

10:00 am to 10:50 am

Convention Center - Ballroom B

[NR] An Empirical Study for Online International Learning with Bring Your Own Device (BYOD)

Contributor(s): Yayoi Anzai, International Christian University

This study aimed to find out the effects of online international learning on perception of English language learners. The study was conducted in a laboratory setting in Japan in October, 2018. The effects were measured in terms of perception of distance, willingness to communicate, and usability of the device.

How Leaders Act Differently during Online Discussion

Presenter(s): Min Kyu Kim, Georgia State University

Contributor(s): Yinying Wang, Georgia State University

This study identified learning leaders and described differences in leadership style, learning engagement, and achievement between leaders and non-leaders. We used the data obtained from 21 students who participated in a graduate-level online course. A learner participation profiling method was used to identify 8 leaders who performed leadership over the semester. Those leaders exerted more transformational leadership, higher cognitive engagement, constant access to online materials, and more frequent expression of their positive or negative emotions.

077. SICET: Open Education

10:00 am to 10:50 am

Convention Center - Conference Rm 7

Faculty-librarian Partnerships for Adopting and Developing OERs: a Multiple-case Study

Presenter(s): Zhongrui Yao, Florida State University; Vanessa Dennen, Florida State University

The study examines faculty-librarian partnerships for adopting and developing OERs in one large public university. The multiple-case study was employed, with data collected through interviews, documents and observations. Five cases were obtained with five faculty who partnered with seven librarians. Librarians found existing OERs for three faculty and handled the open text publishing for the other two faculty. But there were tensions facing their partnerships including time-consuming to develop a new text.

The Adoption of Digital Badges in Faculty Professional Development

Presenter: Zihang Shao, Indiana University

At a premier urban public research university, a digital badge pilot was launched to support faculty professional development and growth. A case study has been conducted to investigate faculty members’ experiences and perceptions of using digital badges for faculty development. This session presents the digital badging platform, the findings from the online faculty interviews, and the recommendations on how to engineer the factors affecting faculty members’ intention to earn digital badges.
078. STC: Inspiring Faculty to Change their Practice
10:00 am to 10:50 am
Convention Center - Conference Rm 14

CC-Hello! Inspiring Faculty to Create Positive Change through OER
Presenter(s): Miriam Bender Larson; Jian Su,
University of Tennessee, Knoxville; Iryna Loboda,
Instructional Projects Coordinator, University of Tennessee, Knoxville

Come learn about professional development designed to inspire faculty to create and share creative commons-licensed Open Educational Resource (OER) course materials. This OER workshop provided training and support for both faculty interested in using OER and for recipients of a campus-wide, faculty-focused open textbook incentive grant. Participants were “walked through” the process of finding, creating, and licensing OER. We’ll share our lessons learned and materials you can use in your own OER creation workshops.

Design Thinking Applied: Faculty Communications and Strategic Planning
Presenter(s): Meng-Fen Grace Lin; Ariana Eichelberger, University of Hawaii at Manoa

Design Thinking has been used for innovative and creative problem-solving in business, engineering, and gradually in education. A Department of Learning Design and Technology applied the design thinking mindset and process in tackling challenges of faculty communication and strategic planning. In this panel session, we will share the pre, during, and post-meeting activities, how and why these activities were designed, and the faculty’s experience seeking alternative and innovative approaches to problem-solving.

079. TED: Preservice Teacher Attitudes about Computational Thinking and Computer Science
10:00 am to 10:50 am
Convention Center - Conference Rm 10

How do pre-service teachers understand computational thinking change?
Presenter(s): Jennifer L. Weible, Central Michigan University; Tutanen I. Asino, Oklahoma State Univ.; Ava (Shu-Hsiang) Chen, Chulalongkorn University

Across the globe, how pre-service teachers understand computational thinking is of growing importance. In this paper, we examine the changes in understanding about computational thinking through a series of workshops. Data included survey responses, video observation during the workshops, and interviews. We use descriptive statistics and t-tests as well as qualitative methods to better understand the changes in computational thinking skills and practices across cultures. Results of this study will impact teaching computational thinking in both formal and informal settings.

Integrating a Coding Module in an Undergraduate Educational Technology Course
Presenter: Shenghua Zha, University of South Alabama
Contributors: Yi Jin, Kennesaw State University; Pamela R. Moore, University of South Alabama; Joe Gaston, Mobile County Public School System

In this presentation, we will describe a study that was administered in an educational technology course in a teacher education program in fall 2018. In this study, we implemented a flipped learning module to help pre-service teachers learn CT and coding skills through online learning and peer coding in class. Then we examined how this module affected their knowledge of and attitude toward CT in education. Results and suggestions will be shared during the presentation.

080. TED: Teacher Preparation
10:00 am to 10:50 am
Convention Center - Conference Rm 9

Implementation of Digital Storytelling Development Activity in Pre-service Teacher Education: Case of Early Childhood Education
Presenter: Hasan Cakir, Gazi University
Contributors: Figen Demirel Uzun; Ebru Ersay, Gazi University

The aim of this research was to determine the experiences of pre-service teachers on the digital storytelling process. In this study, Kearney (2011)’s four basic steps were followed to develop a Digital Storytelling material. Designed Case study research method was implemented. Participants were 36 second year pre-service teachers majoring in early childhood education. Students were interviewed after the study about their experiences during the process. The experiences of students will be reported.

Comparison of Pre-service and In-service Teachers’ Perceived Knowledge, and Comfortable Level of Project-Based Learning
Presenter(s): Xiaojun Chen, St. John’s University
Contributor(s): Dazhi Yang, Boise State University

The purpose of this study is to explore students’ perceived knowledge and comfort in applying project-based learning. More specifically, we want to compare
the pre-service teachers and in-service teachers’ perspectives in understanding project-based learning and implementing project-based learning in practices. A total of thirty-three students participated in this study with fifteen pre-service teachers enrolled in an undergraduate course in a U.S. Eastern metropolitan university and eighteen in-service teachers enrolled in a graduate course in a U.S. Mountain State public university.

081. TIL: Diversity, Equity & Access
10:00 am to 10:50 am
Convention Center - Conference Rm 12
Exploring Role Models in Early Childhood STEM Literature
Presenter(s): Laurie O. Campbell, University of Central Florida
Contributor(s): Christine Herlihy, Jason Pollock, University of Central Florida
There is a needed awareness concerning the importance of representative role models in STEM literature. Due to the overrepresentation of anthropomorphic images in STEM books, there is a deficit of character diversification and role models (e.g. gender, skin tone, and ethnicity). The findings of a visual content analysis of currently published STEM literature will be presented and may be helpful to professional development educators in understanding the steps for discussing the representative disparities with children.

082. AECT & Division Convention Kickoff
11:00 am to 12:50 pm
Convention Center - Paradise North
All attendees are invited for “Pizza Plan-it” luncheon buffet to kickoff the start of the AECT 2019 convention and explore our divisions, affiliates, and committees.

083. 14-Wb Leveraging Artificial Intelligence to Enhance Game-based Learning
1:00 pm to 3:50 pm
Convention Center - Ballroom E
Presenter(s): Ali Alshammari, University of Tabuk
(Note: Pre-registration required) This workshop focuses on explaining important aspects of leveraging AI to enhance GBL. In addition to introducing the process of designing meaningful play from an instructional design perspective, the workshop aims to introduce attendees to the use of machine learning algorithms, such as genetic algorithms, perceptron, and artificial neural networks, to support learning. The workshop offers activities and examples of how AI can successfully enhance GBL and improve learning outcomes.

084. AECT Design & Development Competition supported by NATO ACT
1:00 pm to 3:50 pm
Convention Center - Pavilion 6
Chairs: Sheri Stover, Wright State University
Dan Schuch, AECT
NATO ACT and the Design and the Development Division of AECT are sponsoring the 2019 AECT instructional design competition for promising instructional design research by graduate students mentored by experts in the field. AECT is specifically interested in promoting collaboration and mentoring within the professional community. The three teams have been selected for the third and final phase of the competition and their mentors are: - Culver Instructional Solutions: Jessica Marzi & Makhosazana (Khosi) Lunga, University of Tennessee Knoxville. Mentor: Dr. Peter Rich, BYU - Jamie Shea: Maureen Hogan & Kelly Gross, Northern Illinois University. Mentor: Dr. Tara Bunag, Modesto Junior College - AM Design: Michelle Jensen & Aprel Mendenhall, Utah State University. Mentor: Dr. Jeannemarie Sierant, Socratic Arts Other Team Mentors: Tom Hergert, Scott Schaffer, Sheri Conklin, David Moore, Jeroen Breman Judges: Ana Donaldson, Past President AECT; Jason McDonald, Brigham Young University; Beth Oyarzun, UNC Charlotte; Zahira Merchant, San Francisco State Special Judge: Cem Kumsal, NATO ACT Coordinating Committee: Sheri Stover, Competition Co-chair, Wright State University; Dan Schuch, Competition Co-Chair, AECT; Shauna Bona, Senior Consultant, McKinnon-Mulherin Consulting; Logan Arrington, University of West Georgia; Cem Kumsal, NATO ACT.

085. CLT: Philosophical Issues in ECT
1:00 pm to 1:50 pm
Convention Center - Conference Rm 10
The Critical Thinking of the Designer
Presenter(s): Abbas Johari, Cameron University
Contributor(s): Behnaz Johari, Cameron University
This session provides information about the first stage of design in Ethics Design, “the personal morality, depositions, and abilities of a designer.” It also considers how the designer needs to avoid errors (blocks) of critical thinking in design. The blocks include cultural conditioning, reliance on authority, hasty moral judgment, black-and-white thinking, labels, resistance to change, “mine-is-
better,” double standards, unwarranted assumptions, oversimplification, and frames of reference. The work uses a critical review as its research methodology to obtain its findings.

Culture & Technology as Elements of Cognition: Exploring Embodied Learning, the Extended Mind and Educational Technology
Presenter(s): David Shutkin, John Carroll University
To advance a theory of culture, learning and technology, theories of embodied cognition and the extended mind are used to deconstruct the Cartesian mind/body dualism in educational technology. Human/technology, white/Black, male/female: dualistic thinking sustains discriminatory practices that subjugate students. Through this deconstruction, the mind is posited to be embodied, extended with technology, and a part of pedagogical and institutional practices. In this way, culture and technology emerge as constitutive elements of cognition.

086. D&D: Assessment of Instructional Design Practices
1:00 pm to 1:50 pm
Convention Center - Pavilion 11
Evaluating Open Educational Resources: Results of a Collaborative Evaluation of Crowd-Sourced Lesson Plans
Presenter(s): Royce Kimmons, Brigham Young University; Jennifer Englund, University of Minnesota; Jessica Resig, The Pennsylvania State University; Jennifer Maddrell, Designers for Learning; Cara North, The Ohio State University
Contributor(s): Cherise Moore, American Institutes for Research; Emily Tolzmann, Chinese Mutual Aid Association
In keeping with the convention theme of Inspired Professional Learning, this proposal reports on an evaluation of a service-learning professional development opportunity for instructional design students and volunteers to develop 106 open educational resources (OER) for the benefit of adult basic education. Presenters will discuss the findings of the OER evaluation and consider implications for the design, implementation, and evaluation of OER, as well as service-learning as a professional development opportunity for instructional designers.

A Case Study of Peer Assessment of an Ill-Structured Group Task in an Information Technology Course
Presenter(s): Jiyae Bong, Florida State University
Contributor(s): Min Sook Park, University of Wisconsin-Milwaukee
This presentation reports on research that explored undergraduate Information Technology (IT) students’ contributions to an ill-structured group task through peer feedback and attitude towards peer assessment. This presentation (a) focuses on how students described peers’ behaviors and contributions in an ill-structured group task when given open-ended questioning prompts and (b) explores their attitudes toward peer assessment. This study discusses the features of peer assessment designs and suggests an instructional approach toward successful ill-structured tasks in practice.

087. D&D: Considerations for Inquiry-Based Learning
1:00 pm to 1:50 pm
Convention Center - Ballroom A
Teaching Studio-Based Courses at a Distance
Contributor(s): Katrina Wehr, Instructional Designer
Studio-based instruction is a hallmark of creative disciplines. In this session, learn how one institution developed and refined a solution for delivering studio-based courses at a distance. Attendees will discover how creative pedagogy was adapted and implemented in a distance learning environment, and how the effectiveness of those adaptations was empirically assessed.

Role of questions in inquiry-based learning: Towards a design taxonomy for question-asking and implications for design
Contributor(s): Andrew Tawfik, University of Memphis; Arthur Graesser, University of Memphis; Jessica Gatewood, University of Memphis
An overlooked element in knowledge construction during problem-solving includes the ability to ask meaningful questions. What is needed, but not adequately articulated and validated, is a widely accepted theoretical model of question asking to better understand a learner’s reasoning process. We build on the theories/models of problem-solving, self-directed learning, failure, and reflection and later introduce a taxonomy of question-asking. This framework elucidates to researchers and designers about learners’ level of understanding and problem-solving trajectory.

088. DDL Inspire! Movers Wanted
1:00 pm to 1:50 pm
Convention Center - Pavilion 10
Wanted: Movers of Learning Content
Presenter(s): Megan Conners Murtaugh, Independent Consultant; Ruth Coleman, Post University
Are you thinking about moving or did you recently move content from one LMS to another, or from the ground to online? Have you recently moved? Come share your experience! This Inspire! session will use role-playing to explore scenarios of a hypothetical LMS migration. Calling all faculty, staff, administration, IT, and students! We need YOU for this interactive experience!

089. DELT: Research on Cognitive Load Model
1:00 pm to 1:50 pm
Convention Center - Conference Rm 1

Research on Cognitive Load Model for Online Learning Based on Eye Tracking Technology
Presenter(s): Zhuowei Li, East China Normal University
Contributor(s): Yaofeng Xue, East China Normal University

In order to fill the gap of quantifying learner’s cognitive load under online learning through physiological data, this study attempts to research the eye-tracker experiment to quantify cognitive load with several eye-tracker indicators. In the end, we will get a model. It will help the course builders understand the learners’ status when they are learning. And with the help of this, they will build online courses better than before.

090. GSA: Meet the Divisions
1:00 pm to 1:50 pm
Convention Center - Conference Rm 4

Presenters:
Sylvia Elaine Rogers, Auburn University
DEEPAK PREM SUBRAMONY, Kansas State University
Rebecca M. Reese, Colorado School of Mines
Eric Stauffer, James Madison University
Kiran Budhrani, University of North Carolina at Charlotte
Seungoh Paek, University of Hawaii at Manoa
Kay Seo, University of Cincinnati
Holley Handley, University of West Florida
Eun jung Grace Oh, University of Illinois at Urbana-Champaign
Tamera Celeste Hudnell, School Media and Technology
Suha Tamim, University of South Carolina
Craig Erschel Shepherd, University of Memphis

Are you curious about what the AECT divisions are? What do they do? How can you get involved? These questions and more can be asked and answers in the GSA Meet the Divisions panel! Leaders from each division will briefly introduce their division, what they do, and how you could contribute. Then they will answer questions from you. Take some time to network and find your best fit within the organization!

091. KSET: Facilitating Learning Through Simulation
1:00 pm to 1:50 pm
Convention Center - Conference Rm 12

Effects of Auditory Information and Task Difficulty on User’s Presence in Haptic-Based Simulation
Presenter(s): Kukhyeon Kim, Chonnam National University; Chaeyeon Kim, Chonnam National University
Contributor(s): Jeeheon Ryu, College of Education, Chonnam National University Gwangju, South Korea; Museok Jeong, Chonnam National University

The purpose of this study was to explore the perceptual changes of users depending on whether audio effects are applied to haptic interfaces in the dental education. Tactile and auditory effects must be considered for haptic experiences. The haptic experiences with audio effects were analyzed according to task difficulties. The participants were 27 dental graduate students. Results showed haptic experiences considering tactile and auditory effects supported to experience the hands-on dental practices.

092. OTP: Organizational Perspectives on L and D
1:00 pm to 1:50 pm
Convention Center - Conference Rm 13

But I’m in Operations, Not Training! Streamlining Design for Non-IDs
Presenter(s): Miriam Bender Larson, University of Tennessee, Knoxville
Contributor(s): Barbara Lockee, Virginia Tech

In the for-profit sector, individuals are often pulled from operations to serve as training developers on the basis of their subject matter expertise. Yet, operations personnel rarely have the necessary training in instructional design. Is it possible to teach non-IDs a design approach that produces instruction that is fast, cheap AND meets learner needs? This session will highlight a streamlined design approach and practical strategies for teaching that process to non-IDs tasked with designing instruction.

Reflective Practice and Organizational Culture: The Perspective of Learning and Development Practitioners
Presenter(s): Shahron Williams van Rooij, George Mason University

Using survey responses supplemented with one-on-one phone interviews, this mixed methods study explores (1) the current state of reflective practice among L&D professionals in non-academic workplace settings (industry, government, non-profits), and (2) the relationship between reflective practice and perceptions of the organization as supportive of learning. Session participants will have an opportunity to compare how they engage in and/or teach reflective practice with what L&D practitioners are doing in the workplace.

093. RTD: Online Collaborative Learning
1:00 pm to 1:50 pm
Convention Center - Ballroom B

Community, Network, or Space: Conceptualizing Inspired Professional Learning in an Online Discussion Forum
Presenter(s): K. Bret Staudt Willet, Michigan State University
Contributor(s): Sukanya K. Moudgalya, Michigan State University

This presentation describes computer science (CS) educators’ inspired professional learning in the Computer Science Educators Stack Exchange (CSEd SE) online forum. Researchers have used metaphors of community, network, and space to conceptualize professional learning; here these frameworks were considered through the CSEd SE case. Social network analysis and content analysis were used to analyze questions and responses in CSEd SE; the affinity spaces framework was deemed most appropriate for initial studies of online professional learning.

Examining Students’ Use of Online Case-based Discussions to Support Problem Solving
Presenter(s): Adrie Koehler, Zui Cheng; Holly Fiock; Shamila Janakiraman, Purdue University
Contributor(s): Katherine Chartier, Purdue University; Huanhuan Wang, Purdue University

Discussions play an important role in supporting problem solving during case-based instruction (CBI). Little research has considered how students use online case discussions to support problem solving. This proposal reports a completed study examining how the content covered in three online discussions supported students’ problem solving during CBI. Findings reveal that students addressed all phases of problem solving but minimally addressed understanding relationships presented in the cases.

094. RTD: Research Methods B
1:00 pm to 1:50 pm
Convention Center - Ballroom C

Mathematical Modeling for Theory-Driven Research in Educational Technology
Presenter(s): Elena Novak, Kent State University

Mathematical modeling describes how variables of interest behave in the world using mathematical concepts. It is a powerful research tool that has been used in many disciplines to explain theoretical prepositions and form predictions. In education, mathematical modeling is less common. This presentation will provide examples of theory-oriented mathematical modeling in social and behavioral sciences and discuss how it can be implemented in educational technology to strengthen the theoretical foundations of the field.

Why trace data fail to inform learning outcomes
Presenter(s): Clara Schumacher, University of Mannheim
Contributor(s): Dirk Ifenthaler, University of Mannheim

To be successful in higher education students need to self-regulate their learning processes. As students often possess the required strategies but do not use them, prompts are considered to be helpful to motivate students applying strategies. This quasi-experimental study examines the impact of prompting self-regulated learning strategies on a transfer test including learning behavior indicated by trace data. Findings indicate that mainly study-related characteristics are predicting learning outcome, and that trace data are only limedly capable of informing learning outcome in small data sets. Future research should further investigate the capacities of learning analytics for predicting learning outcome and supporting learning processes using experimental settings with larger cohorts. In addition, the role of the tutor as mediator between learning analytics results and provided interventions need to be investigated.

095. SICET: Meet the Editors
1:00 pm to 1:50 pm
Convention Center - Conference Rm 7

Meet the Editors
Presenter(s): Lin Lin, University on North Texas; Leping Liu, University of Nevada, Reno;
Contributor(s): Xibin Han, Tsinghua University
Three editors from the AECT/SICET journals will host this panel, discuss with potential authors about the requirements of the journals, tips of research and writings, current trends in the field of educational communications and technology, and the new research methods in the field. Open discussions will be provided.

096. STC: Factors Influencing the Use of Learning Analytics in Academic Settings
1:00 pm to 1:50 pm
Convention Center - Conference Rm 14
A Mixed Methods Study of Principals’ Experience Using Data Analytic Tools in Hawai‘i
Presenter(s): Candice Frontiera, University of Hawai‘i; Christine K. Sorensen Irvine, University of Hawaii at Manoa
Findings from a mixed methods study of experiences of principals using data analysis tools in a K–12 system will be explored, including the types of data and tools used, how they were used, and what factors influenced use. In addition to survey data, activity theory and UX principles were used to organize qualitative themes from interviews and think-aloud sessions. Participants described the impact of data analysis tools on their work and challenges to effective use.

Why Learning Analytics is Still Uncommon in Course Design Practices: A Confession from Instructional Designers in Higher Education
Presenter(s): Pauline Salim Muljana, Old Dominion University
Contributor(s): Tian Luo, Old Dominion University
This presentation discusses a case study investigating instructional designers’ perspectives regarding learning analytics (LA) integration into course design. Interviews with 18 instructional designers from higher education engendered salient findings. Four determinants including individual differences, system characteristics, social factors and facilitating conditions were revealed to influence participants’ perception, intention, and current state of LA adoption. Detailed themes will be discussed. Implications will inspire the administrators, instructors, and instructional designers in collaboratively optimizing learning through LA.

097. TED: Innovative and Experimental Pedagogic Spaces Part I
1:00 pm to 1:50 pm
Convention Center - Pavilion 9
Innovative and Experimental Pedagogic Spaces Part I: Physical Spaces
Presenter(s): Jesse Strycker, Ohio University; Tonia A. Dousay, University of Idaho; Trey Martindale, Mississippi State University; Rick West, Brigham Young University; Cindy York, Northern Illinois University
Contributor(s): Clif Mims, University of Memphis
TEDCAMP As our field continues to grow and technology continues becoming more powerful and more accessible, different kinds of pedagogical spaces are appearing on campuses. This session will allow presenters and attendees to not only discuss the spaces they are responsible for or planning to building, but also to take part in larger conversations about why these spaces are being built, what lessons have been learned, and what the future holds for such spaces.

098. CLT Issues in Administration/Organizational Change
2:00 pm to 2:50 pm
Convention Center - Conference Rm 10
Bringing Back the Love of Teaching and Learning: A Retreat Model
Presenter(s): Lequisha Brown-Joseph, University of Phoenix
Contributor(s): Michelle Hill, University of Phoenix; Chaitra Bridges, University of Phoenix
Have we lost the love of teaching and learning? We inspire professionals to attend this session to consider a plan to improve school culture and school-wide practices among all staff. A look at different collaborative learning models is viewed through the eyes of an administrator. An inspire retreat model entitled “Leading w/Purpose” based on research by Edwin Guthrie’s Theory of Contiguity is shared. Participants will walk away with an example of how to implement the model, along with a resource to digitally track the experience.

Inspiring a Transformation-focused Approach to Instructional Design
Presenter(s): Amy C Bradshaw, University of Oklahoma
Contributor(s): Shayna Pond, University of Oklahoma
This project compares traditions and theories of transformation, and relates them to instructional design. By reflecting on how transformational emphases may inform specific practices of instructional design – or, more pointedly, how common practices within ID can be problematized as social justice dilemmas – we provide concrete ways to begin...
transforming our individual and collective practice as instructional designers, and hope to inspire others to adopt lenses of transformation in support of more humane instructional design practice.

099. D&D: Design Solutions to Address Student Perceptions  
2:00 pm to 2:50 pm  
Convention Center - Pavilion 11

[Note: A blended collaborative writing approach in a college writing classroom: Task design and students’ perception]  
Contributor(s): Jui-Hsin Renee Hung, Indiana University - Bloomington

This study explored a blended approach to collaborative writing in a college writing classroom and examined students’ perception of this approach. Preliminary findings suggested that the blended collaborative writing approach allowed for different forms of peer contributions and for group autonomy to be developed. The blended group writing process also helped visualize writing in action, providing an additional invisible layer of peer scaffolding, and served as resources for the students’ subsequent individual writing.

Do Personalized Conversation Style Multimedia Instructions Positively Impact Learners’ Cognitive Load, Emotions, and Learning Outcomes?  
Presenter: Smruti J. Shah, Old Dominion University  
Contributor: Tian Luo, Old Dominion University

Over the years, most researchers have assessed the effects of personalization principle on learning emotionally neutral information. Therefore, this study examined the effects of personalization design principle on learners’ cognitive load, emotions, and learning outcomes (i.e. retention and transfer of knowledge) when involving emotionally aversive content. This session will present the findings from this study. Additionally, implications for designing instructions and directions of future research will be discussed.

100. D&D: Fostering Creativity in Design Courses  
2:00 pm to 2:50 pm  
Convention Center - Ballroom C

Design Thinking as a Framework for Supporting Design Ability and Creativity in Instructional Technology Majors  
Presenter(s): Elena Novak, Kent State University  
Contributor(s): Bridget Mulvey, Kent State University

This pre-/post-test mixed methods study explored an educational framework of design thinking to support design ability and creativity in graduate students enrolled in an online instructional technology course. Specifically, it examined (a) How does participating in a semester-long blogging assignment on design thinking affect students’ design thinking skills and attitudes toward design thinking? (b) How and to what extent does a semester-long blogging assignment on design thinking support students’ short and long-term design practices?

Designing Design for Education: Supporting Creativity in Studio Courses  
Presenter(s): Melissa Warr, Arizona State University  
Contributor(s): Ben Scragg, Arizona State University; Punya Mishra, Arizona State University

Many have called for instructional designers to increase their abilities to find creative solutions to problems. In this presentation, we will highlight how creativity is supported in an architecture design studio. We will use videos of instructor-student interactions to highlight the techniques the instructors used to help the students navigate an open-ended project in creative ways. Similar techniques could be applied to instructional design studios to emphasize creative solutions to complex instructional design problems.

101. D&D Inspire: Learner and User Experience Research:  
An Introduction for the Field of Learning Design & Technology  
2:00 pm to 2:50 pm  
Convention Center - Ballroom A

Inspire! sessions focus on professional development opportunities for our members and convention attendees. These sessions should encourage professional growth by obtaining new knowledge, skills, or strategies. These sessions will last 50-minutes, and they should include high engagement between presenter(s) and attendees (e.g., hands-on activities, role playing, crowdsourcing, collaborative learning, game-based learning, etc.). Read the division or affiliate calls to see specific topics of interest. Proposals for Inspire! sessions should identify learning outcomes or goals for attendees and describe how presenters will engage with and encourage interaction with the attendees. The short description should indicate if attendees should bring any equipment, software, or materials with them to the session. There
are no fees for attending these sessions.

102. DDL: Design Solutions in Higher Education
2:00 pm to 2:50 pm
Convention Center - Pavilion 10
Designing for Distance Learning: Analyzing the Process of Redesigning Online Courses Using the Three Pillars Method
Presenter(s): MAPOPA WILLIAM SANGA, Southwestern Oklahoma State University
This study analyzed the process through which 37 online courses were transformed using the Three Pillars Course Transformation Method. The Method advanced active learning and engaged learning in order to impact student success. The transformation process began with training of instructors on using the Method Booklet before they would go on and transform courses while working with an instructional designer who took the role of a Higher Learning Commission Quality Initiative Project (HLC-QIP) consultant. The study analyzed the transformation process, focusing on the pedagogical support provided to course developers and the actual redesign process, benefits and challenges.

103. DELT: Research on Eye Movement Model
2:00 pm to 2:50 pm
Convention Center - Conference Rm 1
Research on Eye Movement Model of Different Cognitive Style Learners for Adaptive Learning System
Presenter(s): Zhitong Zeng, Department of Educational Information Technology, East China Normal University
Contributor(s): Yaofeng Xue, East China Normal University
In order to enable the adaptive learning system to realize the personalized adjustment of the learning content presentation form based on the learner’s cognitive preferences, this study proposes a framework for adaptive learning system using eye tracking technology. At the same time, we designed an online learner cognitive style recognition model based on eye tracking, which makes eye tracking useful for adaptive learning systems with predictable feasibility.

104. GSA: Researching how designers design: What can we learn to become better designers of instruction?
2:00 pm to 2:50 pm
Convention Center - Conference Rm 4
Facilitator: Kiran Budhrani, University of North Carolina at Charlotte
Presenter(s): Monica Tracey, Wayne State University
Contributor(s): John Baaki, Old Dominion University
Design researchers are interested in common elements of designing that are found across design fields. When taking a research-based approach to understand how designers think and work, design researchers look for and report evidence that is a result of observation, experiment, analysis, and reflection (Cross, 2011). We take an interdisciplinary approach to design in that we can learn from designers in other design fields like architecture, engineering, computer software, and graphic design. Our research has an important implication – what can we learn to become better designers of instruction? In this session, we will discuss the purpose of our design research, our methods of design research, and our experiences researching how designers design.

105. INTL-Board of Directors Meeting
2:00 pm to 2:50 pm
Convention Center - Pavilion 4

106. KSET: Educational Technology Research History in Korea
2:00 pm to 2:50 pm
Convention Center - Conference Rm 12
Educational Technology Research in Korea over the Last Thirty Years (1985-2017): Research Goals and Methods
Presenter(s): Eunjung Grace Oh, University of Illinois at Urbana-Champaign
This study reviews and synthesizes educational technology scholarship by analyzing publications in Journal of Educational Technology, the leading journal of the Korean Society of Educational Technology. Using the research goals and methods frameworks, a content analysis was used to analyze 374 studies.
published in JET over two nine-year periods (1985-1993 and 2009-2017). Findings indicate interesting trends in research goals and methods of educational technology research in Korea and lead to important implications for the field.

107. LED: Online Learning
2:00 pm to 2:50 pm
Convention Center - Conference Rm 8

A historical review of approaches to engaging students in online learning environments
Presenter: Shanshan Ma, University of North Texas; Jonathan M Spector, Department of Learning Technologies
Contributor(s): HONGCHAO PENG; Demetria Ennis-Cole, University of North Texas
This paper presents a historical review of the past decade of research studies on student engagement in online learning environments. The review shows that many studies explored a variety of research approaches, including activity theory and collaboration learning theory, as well as various innovative technologies such as social media, digital badges, and interactive animations and simulations. Those approaches fall into four categories: 1) Instruction, 2) Technology, 3) Interaction, and 4) Learning.

Factors Underlying the Importance of Online Student Engagement Strategies
Presenter(s): Doris U Bolliger, Old Dominion University; Florence Martin, University of North Carolina Charlotte
In this session, presenters will share the development and validation of an instrument that measures the importance students and instructors place on student engagement strategies in the online learning environment. The researchers performed a factor analysis with oblique rotation and an interpretable factor structure with four factors emerged: peer, multimodal, instructor, and self-directed engagement. Results showed that the instrument is a reliable and valid. Attendees are encouraged to participate in the interactive discussion of results.

108. OTP: Performance Improvement
2:00 pm to 2:50 pm
Convention Center - Conference Rm 13

Conducting a Human Performance-Focused Needs Assessment to Improve Emergency Services Disaster Response to Immigrant Communities
Presenter(s): Brandon James Moss, University of South Alabama
Contributor(s): Shoon Lio, University of South Alabama; Roma Hanks, University of South Alabama

Human performance-focused needs assessment for emergency service providers. The process included focus group screening interviews of emergency services directors and planners as well as Cambodian and Laotian community leaders. Focus groups of emergency service providers and community leaders were conducted to explore the effects of policies, operational procedures, communication efficiency, and overall response. Tabletop Exercises with all of the groups together were then conducted to develop understanding, improved emergency service response and community readiness.

Testing OPM's Model of Employee Engagement to Improve Agency Performance: A Federal STEM-Workforce Intensive Agency
Presenter(s): In Gu Kang, Boise State University
This study tests Office of Personnel Management (OPM)'s model of employee engagement to improve agency performance within a federal STEM-workforce intensive agency, National Aeronautics and Space Administration (NASA). Using 2018 Federal Employee Viewpoint Survey (FEVS) (N=11,568, one federal agency (NASA)), the structural relationships among multidimensional antecedents of engagement (job characteristics and organizational climate), employee engagement index, and performance in agency are examined. The results and findings of this study will be discussed in the conference.

109. RTD: Learning Analytics
2:00 pm to 2:50 pm
Convention Center - Ballroom B

A Comprehensive Review of Educational Data Mining: Implications for Current and Future Research
Presenter(s): Xu Du, Central China Normal University; Brett Shelton, Boise State University
Contributor(s): Juan Yang, Central China Normal University; Jui-Long Hung, Boise State University
In reviewing nearly 700 self-described studies of educational data mining (EDM) over the past decade, only 13 reviews were attempted that synthesize the research literature. Within these 13, several key issues present themselves including non-systematic selection and the confounding of results by including learning analytics research. Here, a comprehensive, systematic review reports which fields are publishing and to
what extent in EDM, and what research approaches, methods, strategies and samples are employed by these studies.

110. RTD: New Faculty Inspired by Mentors
2:00 pm to 2:50 pm
Convention Center - Pavilion 9

New Faculty Inspired by Mentors at AECT’s Early Career Symposium
Presenter(s): Kalianne Lund Neumann, Oklahoma State University; Yu-Huei Lu, East Carolina University; Ai-Chu Ding, Ball State University; Rob Moore, Old Dominion University; Spencer P. Greenhalgh, University of Kentucky
This panel presents the experiences of five scholars who were selected to participate in the 2018 Early Career Symposium in Kansas City. The panelists will discuss the most important and impactful takeaways from their participation in the symposium before revealing how their professional work has been influenced since participating in the symposium. The panel will engage the audience by soliciting questions and offering responses, clarifying statements, and/or additional detail.

111. SICET: Language Learning with Technology
2:00 pm to 2:50 pm
Convention Center - Conference Rm 7

A Comparative Investigation of Impacts of Essay Writing and Concept Mapping on STEM Online Education
Presenter(s): Yu wang, Pennsylvania State University
This paper compares impacts of essay writing and concept mapping on STEM online education. A Project Management course concept will be used as topic. Two groups of online students will participate. The recorded video lecture will be given to both groups. Then, one group is required to write a paragraph of essay; while another group is asked to draw a concept map. A post-test will be given to evaluate the impacts for both learning approaches.

A Study on English Language Education Planning in the Transition from Secondary to Tertiary Education
Presenter(s): Chen Li, Southeast University
Contributor(s): Jian-gang Liu, School of Foreign Languages, Southeast University
Through both quantitative and qualitative research methodologies, this research takes the ecological perspective to identify the problems in the transition from secondary to tertiary English language education in China and analyze how certain factors have influenced the transition with the ecostate-ecopotential theory. Implications are made to inspire professionals to adopt the ecological perspective for further researches and improve English language education planning in the transitional period for the best development of ecological niches.

112. TED Inspire! Creativity Tools
2:00 pm to 2:50 pm
Convention Center - Conference Rm 9

Creativity Tools in Native IOS Apps
Presenter(s): Theresa A Cullen, University of Oklahoma
Did you know that the native apps in Apple’s IOS now have artistic and creativity features built in? In this session, you will learn about some of these drawing, art, and creativity features to add it to your mobile workflow. Plan to bring an iPad or iPhone and some sort of stylus to show your creative side at the AECT conference. Participants will leave with links and tutorials to use these tools.

113. TIL: School Media and Engagement
2:00 pm to 2:50 pm
Convention Center - Conference Rm 14

Interest Theory in a Social Constructivist Learning Environment
Presenter(s): Bruce Robert DuBoff, School Media & Technology
The blend of interest theory, Piaget’s radical constructivism, and Vygotsky’s sociocultural constructivism make a powerful trio that can be used to trigger engagement and develop interest in classroom content. By employing student-led guided inquiry in the classroom, students are more likely to be situationally triggered and create their own developed interests, leading to learning that continues long after the class is over.

Cultivating Creativity in Assessment with Technology Integrated Menus
Presenter(s): Sarah Barksdale, University of Minnesota
With the rise of learner-centered pedagogy comes a need to discover assessments that are both flexible and personalized, while still ensuring necessary content is retained. By using technology integrated menus in classrooms and universities, technology can act as a resource to individualize assessment and make it more meaningful. Menus provide students...
with choices to pursue their interests, integrate technology or simulations of popular technology, and demonstrate learned competencies and abilities while simultaneously cultivating their creativity.

114. **CLT: Setting the Agenda for Scholarship & Practice**
3:00 pm to 3:50 pm
*Convention Center - Conference Rm 1*

**Setting the Agenda for Scholarship & Practice in Culture, Learning and Technology**
Presenter(s): **DEEPAK PREM SUBRAMONY**, KANSAS STATE UNIVERSITY; **Amy C Bradshaw**, University of Oklahoma; **Akesha M Horton**, Indiana University; **Sylvia Elaine Rogers**, Auburn University
Contributor(s): **Roberto Joseph**, Hofstra University; **Michael K Thomas**, University of Illinois at Chicago
This panel - composed of members of AECT's Culture, Learning and Technology (CLT) Division—discusses and debates how CLT members should leverage their agency to set the agenda going forward for scholarship and practice in our field related to CLT.

115. **D&D: Innovative Technologies to Promote Mastery Learning**
3:00 pm to 3:50 pm
*Convention Center - Pavilion 11*

**Supporting Undergraduate Students’ Self-Efficacy for Self-Regulated Learning and Goal-Setting with Digital Badges**
Presenter(s): **Zui Cheng**, Purdue University
Contributor(s): **Shuqi Zhou**, Purdue University
This study investigated undergraduate students’ self-efficacy for self-regulated learning (SESR) and their goal-setting in a learning environment supported by digital badges. Specifically, 1) What is the relationship between students’ SESR and their expected grade goals, as well as their actual grade, in a badge-supported learning environment? 2) To what extent could students with different SESR achieve their goals in a badge-supported learning environment? 3) How did a badge-supported learning environment impact students’ SESR?

**The Effects of Predictive and Descriptive Dashboards on Learners’ Perception and Mastery Learning Approach**
Presenter(s): **Natercia Valle**, University of Florida
Contributor(s): **Pavlo Antonenko**, University of Florida; **Denis Valle**, University of Florida; **Max Sommer**, University of Florida
This session will present research on the design, development, and implementation of two learner-centered analytics-driven dashboards in a graduate online statistics course to explore the dashboards’ effects on student motivation and statistics anxiety. The predictive and descriptive design of the dashboards was informed by the mastery approach goal theory, emphasizing the content to be learned. Preliminary results indicate that predictive and descriptive dashboards interplay with learners’ levels of initial goal orientation and interpretation anxiety.

116. **D&D Inspire! There is No Universal Design**
3:00 pm to 3:50 pm
*Convention Center - Ballroom A*

**There is No Universal Design: Factors Affecting the Visual Perceptions of Instructional Materials**
Presenter: **Kei Tomita**, Kennesaw State University
This session is about the simple fact that everyone knows but tends to ignore - everyone has different visual perceptions. A design that looks attractive and engaging to someone could be distracting and annoying to others. As a researcher, I explored factors that are thought to affect such diverse visual perceptions. In this session, the participants will gain perspectives that allow them to predict what kind of visual designs would bring positive learning experiences.

117. **DDL: Improving Student Performance**
3:00 pm to 3:50 pm
*Convention Center - Pavilion 10*

**Blended and Online Learning: Student Participation in Asynchronous Discussions**
Presenter(s): **Gayle V. Davidson-Shivers**, University of South Alabama; **Angela Doucet Rand**, University of South Alabama
Contributor(s): **Suriya Thongsawat**, University of South Alabama
This study explored student participation in asynchronous discussions. A convenience sample of students in a course divided into two separate course sections: blended and online, was used. We conducted two analyses: a) content analyses compared embedded statements within messages of each section and b) social network analysis technique was used to compare visualizations of each section’s interaction patterns. Differences were found. This presentation is an opportunity to describe our completed study and the observations found.

118. **GSA: Artificial Intelligence and Future of Education**
3:00 pm to 3:50 pm
Convention Center - Conference Rm 4
Facilitator: Beheshteh Abdi, Northern Illinois University
Presenter: Marlo Barnett, Chicago Public Schools

Artificial Intelligence and Future of Education
Presenter: Beheshteh Abdi, Northern Illinois Univ.
Contributor: Marlo Barnett, Chicago Public Schools
AI is not just a trending topic in education. As AI continues to emerge nationally and globally, it will prove to have staying power and transcend the Educational Technology Field as we know it. The future of AI in Educational Technology will have a tremendous impact on both the designer and end user. This session will briefly discuss, a new methodology to the Instructional design models involving data and machine learning. AI in Learning Management Systems, and how AI may revolutionize P20 Education for both teachers and students. In addition, a discussion on the biases in AI, and the importance of ethical responsibility.

119. INTL: A Taste of the International Division
3:00 pm to 3:50 pm
Convention Center - Conference Rm 11

A Taste of the International Division
Presenter(s): Briju Thankachan, Ohio University
Contributor(s): Szu-Yueh Justine Chien, University of Wisconsin-Madison
This session invites all @ in the International Division to share their research in a dedicated, informal setting. Participants will be asked to introduce themselves and summarize their upcoming presentation(s) in one to two minutes. The purpose of this session is to promote the scheduled presentations and to create an opportunity for members of the International Division to connect with other scholars working in related areas. The session will encourage members to share and discuss future collaborations.

120. KSET: ICT and Its Application in K-12 Education in Korea
3:00 pm to 3:50 pm
Convention Center - Conference Rm 12

Teachers’ intention to use ICT in South Korea: UTAUT model approach
Presenter(s): Ga-Hyung Han, Ewha Womans University; Yoonjin Kim, Ewha Womans University; Jeongin Eun, Ewha Womans University; Jisoo Choi, Ewha Womans University; Kyu Yon Lim, Ewha Womans University; Bermet Emilova, Ewha Womans University
Digital literacy is considered more importantly as ICT developed. With the findings that teachers’ ICT efficacy and learners’ experience of ICT education have effects on enhancing learners’ digital literacy, this study aims to figure out effects of teachers’ ICT efficacy and levels of digital literacy on intention to use ICT in UTAUT approach.

The current landscape of unplugged activity in K-12 Korean education through a meta-analytical approach
Presenter(s): Chungsoo Na, Utah State University
Contributor(s): Yunhee Eunice Bae, Hanyang University ERICA
The purpose of this meta-analysis is to examine the effect of unplugged activity on both the cognitive and affective learning outcomes in K-12 Korean education. A total of 22 studies with 24 effect-size comparisons was utilized. The result of the meta-analysis indicated that the unplugged activity enhanced students’ overall learning outcomes (g=0.647), and specifically impacted the cognitive (g=0.647) and affective domains (g=0.811). Based on these findings, several instructional design principles and implications were discussed.

121. LED Inspire! Engaging Your Students
3:00 pm to 3:50 pm
Convention Center - Conference Rm 8

Engaging Your Students in Inter-disciplinary Design Challenges through NASA NSPACE Activities
Presenter(s): Susan Stansberry, Oklahoma State University; Stacey Welch, Oklahoma State University; Karen Wilson, Oklahoma State University; Brandon Hargis, Oklahoma State University; Arturo Sanchez, III, Oklahoma State University; Evett Turner, Oklahoma State University; Lakita Lowe, Oklahoma State University
Contributor(s): John Davis, Oklahoma State University
The NASA NSPACE project offers a broad and varied portfolio of opportunities in which inspired learning professionals can engage P-20 students with hands-on experiences and research challenges. Participants will interact with NSPACE and Johnson Space Center personnel to determine which activities are appropriate for students at their educational institution, gain insight on how to recruit and lead a multi-disciplinary design team, and learn what the most successful teams do to optimize their NASA challenge experience.
122. OTP: HPT Application in Academic Settings
3:00 pm to 3:50 pm
Convention Center - Conference Rm 13

**From Passion Project to Strategic Plan: Performance Improvement for Sustaining an OER Initiative in an Academic Library**

Presenter(s): Frances M Alvarado-Albertorio, Penny Thompson, Oklahoma State University
Contributor(s): Kathy Essmiller, Oklahoma State University

This paper presents the application of the Performance Improvement/HPT model to an Open Educational Resources (OER) initiative in a university library. We will describe the initial state of the OER program and detail the performance analysis, cause analysis, intervention selection, intervention implementation, and evaluation undertaken as guided by the HPT model. We will share results of that application and facilitate conversation about how the HPT model might effectively be applied to other programs.

**Applying the principles of HPT to expand the mission of an established faculty support office**

Presenter(s): Nancy B. Hastings, University of West Florida; Holley Handley, University of West Florida

The purpose of this presentation is to examine how the principles and processes of Human Performance Technology (HPT) can be applied to identify opportunities for future growth and develop strategies to maximize those opportunities, before performance problems arise. This single-case study will examine how HPT processes were used to proactively expand the mission of a college-based office tasked with supporting faculty efforts to provide high-quality, ADA conformant, online courses.

123. PIDT 2020 Planning
3:00 pm to 3:50 pm
Convention Center - Executive Boardroom

Chair: Tonia A. Dousay, University of Idaho

124. RTD-Board of Directors Meeting
3:00 pm to 3:50 pm
Convention Center - Ballroom C

125. RTD: Learning in Communities
3:00 pm to 3:50 pm
Convention Center - Pavilion 9

**What are they talking at digital conference backchannel? From building PLN to establishing online presence: use of membership categorization and positioning theory as analytic frameworks**

Presenter(s): Hajeen Choi, Florida State Univ.

This study investigates membership talks and academics’ presence and identity at digital conference backchannel using membership categorization and positioning theory as analytical frameworks. It collected data from OLC Accelerate 2018 conference using its official hashtag #OLCAccelerate. CMDA was also used to guide this study along with the two frameworks. Three standard relational pairs (organizer-participant, speaker-attendee, and attendee-attendee) and two types of academic positioning (expert and knowledge broker) were identified and discussed.

**Understanding Gaming Communities and Exploring Learning Opportunities: A Computational Grounded Theory Approach**

Presenter(s): Spencer P. Greenhalgh, University of Kentucky; Kun Huang, University of Kentucky; Joshua Michael Rosenberg, University of Tennessee, Knoxville

Games support different kinds of learning, what a player is learning is an important question. Examining gaming communities affords insight into this question but poses methodological challenges. In this study, we evaluate an innovative methodological approach, computational text analysis, by exploring what members of the Eco gaming community are discussing and what implications that may have for learning. We found that player discussions centered in four areas, three of which had possible connections to learning.

126. SICET: Adaptive Learning
3:00 pm to 3:50 pm
Convention Center - Conference Rm 7

**Constructing an Accurate Cognitive Diagnosis Method in Adaptive Learning System Based on Preconception Theory**

Presenter(s): Jue Wang, Northeast Normal University; Hai Wang, Northeast Normal University
Contributor(s): Hang Hu, Department of Educational Technology, Southwest University

Preconception theory is a psychology theory using in instruction field that describe the cognitive process in learning and why the students misunderstand in learning process. This study constructs an accurate cognitive diagnosis method in adaptive learning system based on preconception theory to facilitate the diagnosis of users’ cognitive states of regarding
specific learning content, including diagnosis of learning progress, specific preconception viewpoints, origins of preconceptions, and learning obstacles.

**Investigating the Effects of Web-Based Instant Response System on Learning and Teaching in Pre-Service Teacher Courses**

Presenter(s): *Hsin-Tzu (Tommy) Chen*, Chinese Culture University

The purpose of this research focuses on the learning and teaching effectiveness by using web-based instant response system in courses for pre-service teachers. This study presents outcomes of research that examined students’ experience using an instant response system, ZUVIO, in a couple of pre-service teacher courses at a university in northern Taiwan. We conducted semi-structured interviews with students to learn about the extent to which ZUVIO influence classroom dynamics, instruction quality and students’ learning process and performance.

127. STC-Board of Directors Meeting
3:00 pm to 3:50 pm
Convention Center - Ballroom B

128. TED: Preservice Teacher Perceptions of Social Media to Foster Professional Development Opportunities
3:00 pm to 3:50 pm
Convention Center - Conference Rm 9

**Building PLNs for Preservice Teachers: Perceptions and Future Tool Intentions**

Presenter(s): *Vanessa Dennen*, Florida State University
Contributor(s): *Lauren Bagdy*, Florida State University; *YUJIN PARK*, Florida State University

This study examines preservice teachers’ perceptions of social media for supporting professional development through personal learning networks. Findings show that blogs, Twitter, and Diigo were overall positively received, although the course experience lacked authenticity. Students cognitively understood how to use the tools and some of the ways the tools might support professional development, their future intentions were described as passive and personal rather than interactive and network-based.

**Igniting Professional Learning through Twitter Adoption**

Presenter: *Nandita Gurjar*, University of Northern Iowa

Geared toward researchers and teacher educators interested in social media and technology adoption research, this session presents findings from a Twitter adoption empirical study. The research leveraged the Technology Acceptance Model to predict and explain pre-service teachers’ (N=250) Twitter acceptance to build professional capital. The factors significant in Twitter adoption with preservice teachers will be highlighted with implications for teacher education. Audience participation will occur through Poll Everywhere and Twitter.

129. TIL: Personalized Computer Adaptive Reading for All Learners
3:00 pm to 3:50 pm
Convention Center - Conference Rm 14

**Presenter:** *Laurie O. Campbell*, University of Central Florida

**Contributors:** *Claudia Sutter*, *Glenn Lambie*, University of Central Florida;

An essential goal of educational instruction is to ensure that all students become competent readers. For teachers to support students in reading achievement, they need to identify struggling students and implement adequate curriculum programs. This presentation will discuss the findings of the effects of a computer-adaptive reading program on third-grade students’ reading achievement. Results identified that students (total N = 22,962) in all academic levels achievement scores increased over the course of a year.
130. Gallery Walk – Design and Development Showcase
4:00 pm to 5:30 pm
Convention Center - Pavilion Walkthru-Events

T01-A Game Module Within a Game-based Second-language Learning Environment
Presenter: Rui (Tammy) Huang, College of Education, University of Florida
This showcase is one part of a game-based second-language (L2) learning environment. The design is based on game-based learning (GBL) and task-based language teaching (TBLT) approaches. Based on the prior games that learners identify numbers and prices, this showcase helps learners to acquire the skills to express units and prices. It is a first-person role-play game (RPG) designed in a life-like scenario. Multi-modes within the game help learners to progressively develop the targeted communication skills.

T02-A Web-Enhanced English as a Foreign Language (EFL) Writing Instruction Module Based on Problem-Based Learning (PBL)
Presenter: Murat Turk, The University of Oklahoma
This showcase proposal introduces a web-enhanced EFL writing instruction module based on problem-based learning (PBL). This project has integrated a web-app into the traditional EFL writing instruction, and it introduces a fully designed and developed web-enhanced PBL-based EFL writing instruction module for EFL learners for the promotion of critical thinking and other similar high-order skills.

T03-Advancing a beginning drawing course with augmented reality
Presenter: Brad Hokanson, University of Minnesota
Contributor: Frances Trice, University of Minnesota
Augmented reality was used to enhance learning in a drawing studio course. Examination of the use of augmented reality centered on representational drawing of interior architectural spaces. Aspects of perspective and examples of previous work were presented in the environment, allowing students to see how a space could successfully be rendered by hand. Specific instructions for the construction of perspective drawings were also developed. Results from the course will be presented.

T04-Creating Accessibility Modules for Instructional Designers
Presenters: Victoria Lowell, Purdue University; Tadd S Farmer, Purdue University; Mohan Yang, Purdue University; Yishi Long, Purdue University
The ultimate goal of the project was to help instructional designers understand disability and accessibility, the legal and ethical expectations for accessible online instructional content, and how to evaluate and design accessible instructional content. To meet this goal, the team members created a set of instructional modules for graduate students in an instructional design program. Using a flexible ADDIE model design process, the team set out to learn about accessibility, various technologies to create their modules, and design three highly interactive and engaging modules to teach students about designing for accessibility.

T05-Creating an One-stop Interactive Online Self Help for Faculty Using Adobe Captivate
Presenter(s): Jun Yang, University of Maryland
We will demonstrate an innovative and creative design approach to online course quality assurance. Developed with Adobe Captivate, the instrument showcases how online instruction quality is effectively and efficiently assured and what technologies could be deployed to resolve faculty professional development challenges in the process. Demonstration will also be given to how an “Interactive One-Stop QA Shop” opens innovative opportunities for faculty professional development and creates compelling learning experiences for our faculty. From our first-hand experiences shared in this presentation, administrators, instructional designers, and instructional technologists will gain insights into the challenges
and opportunities encountered in the process of developing a multi-media based interactive online course quality system that encompasses a QM checklist, design templates, and design tutorials.

T06-Design and validation of performance assessment and coaching feedback in an interactive simulation for preschool teachers
Presenter: Ginger S Watson, University of Virginia
Contributors: Peggy Hester, Old Dominion University; Sabra Gear, Old Dominion University; Lisa Morin, Old Dominion University; Yiannis Papelis, Virginia Modeling, Analysis and Simulation Center; Menion Croll, Virginia Modeling, Analysis and Simulation Center
This showcase presents a high-fidelity simulation designed to support skill development of pre-school teachers in the use of affective, behavioral, and cognitive support strategies for students with identified disabilities or at-risk for disabilities. Performance feedback in the form of a context-sensitive coaching model delivered by a simulated director is used to scaffold positive and appropriate teacher-child interactions within the virtual classroom scenarios. The underlying performance assessment model supporting scoring and scaffolds will be demonstrated.

T07-Developing a Second Language Speaking Practice Tool Using Voice Recognition Technology
Presenter(s): Eun Young Oh, Rice University; Donggil Song, Sam Houston State University
The main purpose of this study is to design and develop an agent-based interactive online application with the use of speech recognition technology for second language (i.e., the Korean language) speaking practice. Following Developmental Research Type 1, this study aims at examining the design and developmental process, investigating the nature and structure of the suggested Web application, and analyzing the results of the expert reviews and learner try-out.

T08-Development of Customizable Exergames and Web Supported User Tracking Software
Presenter(s): Bahattin Selim Pamukcu, Gazi University; Hasan Cakir, Gazi University
Aim of this study is to report development and testing process of a customizable, user-centered exergames that utilize motion sensors, with a web-supported user tracking software that allows the exercise specialists to track exergame users’ progress. Target groups of the study were persons with sedentary lifestyle, and exercise specialists. Data were collected from the system logs, and interviews with participants after their use of the system. According to results, recommendations for system improvement were prepared.

T09-Development of the Virtual Reality Simulation Using Problem Avatar Student for Pre-Service Teachers
Presenter(s): Chaeyeon Kim, Chonnam National University; Kukhyeon Kim, Chonnam National University
Contributor(s): Jeeheon Ryu, College of Education, Chonnam National University Gwangju, South Korea; Heoncheol Yun, Chonnam National University
This program intended to provide effective experiences for pre-service teachers, practicing reactions to a behaviorally problematic avatar student in the virtual reality teaching simulation. Pre-service teachers were exposed to the head mounted display (HMD) condition (N = 25) and the monitor condition (N = 24) in the virtual simulation with three problem scenarios: the minor, serious and very serious scenarios. After using this program, they in the HMD condition used more pedagogical content knowledge and presented more a persona effect and situational empathy than those in the monitor condition.

T10-EdTech Books: Making the Best Open Textbook Publishing Platform on the Web
Presenter(s): Royce Kimmons, Brigham Young University
EdTechBooks.org is a new open textbook authoring platform that seeks to bring together the best practices of UX/web design, data management, instructional design, and print design into a single platform that is made available at no cost to instructors, students, and anyone else.

T11-Inspired Professional Learning | A Service-Learning Project to Evaluate and Re-Design OER
Presenter(s): Beheshteh Abdi, Northern Illinois University; Tugce Aldemir, Pennsylvania State University; Kiran Budhrani, University of North Carolina at Charlotte; Jennifer Englund, University of Minnesota; Jennifer Maddrell,
Designers for Learning; Cara North, The Ohio State University; Jessica Resig, The Pennsylvania State University; Monica Tracey, Wayne State University
Contributor(s): John Baaki, Old Dominion University; Kathy Essmiller, Oklahoma State University; Cherise Moore, American Institutes for Research
This showcase highlights the most recent iteration of a multi-year multifaceted service-learning professional development project involving instructional design students and faculty from several universities to develop high-quality free open educational resources (OER) for adult basic skills education. The showcase will feature evaluation and redesign efforts to 1) improve the service-learning design approach, 2) improve the designed OER, and 3) examine expert design teams during iterative design.

T12-Inspiring the Next Generation of Learners: Using Socially Relevant Computer Science (CS) Problem-Based Learning Curriculum at the 6th Grade Level
Presenter(s): Kyungbin Kwon, Indiana University; Katie Jantaraweragul, Indiana University; Hamid Nadir, Indiana University Bloomington; Meina Zhu, Indiana University; khadijah alghamdi, indiana university bloomington; Fatih Gok, Indiana University
Contributor(s): Anne Ottenbreit-Leftwich, Indiana University; Thomas Brush, Indiana University; Michael Karlin, Indiana University - Instructional Systems Technology; Minji Jeon, Indiana University; Victoria Abramenka-Lachheb, Indiana University School of Education; Meize Guo, Indiana University Bloomington; Yichuan Yan, Indiana University; Larry Gates, Indiana University; David Estell, Indiana University; Michele Roberts, Indiana University; Mehmet Dalkilic, Indiana University
This proposal describes the design and development of curriculum to teach Computer Science (CS) through socially relevant problem-based learning (PBL). Using a research-practice-partnership model, educational researchers and local teachers collaborated to address new state CS standards at the 6th grade elementary level. The curriculum integrated basic block-based curriculum utilizing Scratch block-based visual programming language to address the socially relevant problem: how to create a culture of kindness in schools. Sixth graders from four different elementary schools designed and developed rudimentary applications using Scratch to cultivate a culture of kindness in their elementary schools.

T13-Language, Experience, and Reflection: English Language Institute Designed for Academics in Higher Education from Colombia
Presenter(s): Deborah Hannah Bush, Purdue University; Nadezda Pimenova, Purdue University
The English Language Institute (ELI) provides extensive language training for Spanish-speaking academic professionals from universities in Colombia who are eager to join the global community of practice. The ELI’s innovative curriculum and design enable participants to (1) improve English language proficiency based on personalized goals, (2) apply theoretical and practical language knowledge in coursework and co-curricular activities, (3) expand knowledge of learner-centered pedagogy and educational technology, and (4) establish contacts with faculty members at the U.S. university for academic collaboration. Attendees of this session will learn about the curriculum design, educational technology for professional development, and lessons for future development.

T14-Maker Learning with Guided Inquiry Design: A Showcase of Design-based Research in K-12 Education
Presenter(s): Xun Ge, University of Oklahoma
Contributor(s): Kyungwon Koh, The University of Illinois at Urbana-Champaign; Kathryn Lewis, Norman Public Schools; Lee Nelson; Shirley Simmons, Norman Public Schools; Janessa Doucette, Milwaukee Public Schools
This showcase demonstrates an innovative instructional approach introduced into the K12 school curriculum, i.e., the Making learning with Guided Inquiry Design process. This is an ongoing three-year project funded by the Institute of Museum and Library Services. The showcase highlights students’ engagement, knowledge integration, and problem solving in STEAM through their Maker projects, as well as unique challenges experienced by educators and researchers in the iterative design-based research.
T15-Technological Innovations in Health Care Education
   Presenter(s): Razan Valle, Texas A&M University - Corpus Christi; David Squires, Texas A&M University - Corpus Christi
   This project aims to combine technology into instructional design within the framework of health care education, and specifically nursing programs. Working alongside Texas A&M-Corpus Christi’s College of Nursing and Health Sciences, we have developed some web-based instructional artifacts which coincide with entry- and mid-level nursing students’ laboratory and clinical curriculum. Course authoring software Storyline 3, as well as QRCs and YouTube videos are utilized in the development of these artifacts.

T16-The Citizen Scientist Curriculum: A New Approach to Training Community Stakeholders Working in Clinical Research
   Presenter(s): Janet Brishke, University of Florida College of Medicine
   Contributor(s): Christy Evans, University of Florida College of Medicine; Betsy Shenkman, University of Florida
   Designed using instructional design principles like the ADDIE model, the Citizen Scientist curriculum program offers community stakeholders a foundation of basic knowledge in clinical research. Curriculum modules are centered around topics relevant to research, with a mixture of animated videos, case studies, and didactic presentations. The curriculum is an open educational resource that can be modified for site-specific needs and content can be ported into any learning management system. This program teaches Citizen Scientists the basics of clinical research so that they can offer well-reasoned, actionable feedback on research studies and in turn, have a positive impact on health care.

T17-The Stages of LiFE: The Process of Designing a Gamified, Competency-Based Online Education Program
   Presenter(s): Scott Vann, The University of Memphis; Barrett Schwarz, The University of Memphis
   Contributor(s): Katie Sharpe, The University of Memphis
   Technology tools provided by learning management systems offer affordances that support and engage diverse learners in all stages of life. Using flow theory and backward design, instructional designers at the University of Memphis utilized such tools to create a gamified, self-paced, competency-based online education program for Fortune 500 corporate employees that meets learners wherever they may be on their educational journey.
130. Gallery Walk with Poster Sessions
4:00 pm to 5:30 pm
Convention Center - Pavilion Walkthru-Events

Participants

T18-Maintaining Culture and Co-Constructing Knowledge in an Online Informal Learning Environment
Presenter(s): Manal Alsaif, IU
In this case study, we investigate how 202 graduate students use social media to collaboratively maintain their new life, negotiate different meanings and co-construct knowledge. These students are Muslim, Saudi and a female. They also play different social roles as wives and mothers. These characteristics made this case worth exploring to understand how they use social media to adapt their academic life as a doctoral student at the US.

T19-A Progress Report on a Train-the-Trainer and Teacher-Empowerment in Honduras with a STEM-Integrated Robotics Curriculum
Presenter(s): Ikseon Choi, Sejung Kwon, The University of Georgia
Contributor(s): Katherine Walters, Ceren Ocak, John Mativo, Enid Truong, University of Georgia
In this session we will describe a train-the-trainer and teacher-empowerment model that leverages connections in the local educational ecosystem to support trainers and teachers to take ownership of educational innovations. Results of the implementation of the model in Honduras for STEM-integrated education will be presented along with future plans.

T20-A Flipped Orientation: A New Approach to Starting a Distance Program
Presenter(s): Waynele Yu, University of Hawai‘i at Mānoa
This poster showcases the design of an orientation for teacher candidates in a graduate-level distance program that has been flipped. The orientation aims to prepare candidates for success in distance education and the teaching profession. Details regarding the design process, asynchronous Google Classroom modules and synchronous community building activities will be provided along with a report of the successes and challenges encountered. Feedback is also encouraged to inform the next cycle of design changes.

T21-A Tale of Two Perspectives: Instructional designers and faculty collaborate to strengthen teaching and research
Presenter(s): Jenelle M Hodges, Josephine Prado, University of Alabama at Birmingham
Contributor(s): Jenna LaChenaye, University of Alabama at Birmingham
This poster features an instructional designer’s unique research-based process that combines Action Research with Rapid Prototyping. When working with faculty to energize teaching and research, the instructional designer found a unique overlap between action research and rapid prototyping and a way to negotiate between them. Describing both the instructional designer and faculty perspectives, presenters will explain the process of bridging differing positions, faculty and instructional designers in teacher education.

T22-Building Quality Feedback from Common Mistakes to Shorten Remediation Time
Presenter(s): Kainalu Barino, Brigham Young University
Contributor(s): Randall Davies, BYU
In this project we explore the concept of a “reverse Q-matrix” to improve the feedback generated by the system of an introductory online university spreadsheet course. A reverse Q-matrix examines incorrect answers and connects them to possible knowledge gaps and misconceptions. By classifying and analyzing mistakes, we can construct personalized feedback and further improve the remediation experience for students.

T23-Can Cartoon Characters Help? Enhancing Student Engagement and Learning with Story-Based Animation
Presenter(s): Feng-Ru Sheu, Kent State University
In response to evolving changes in the teaching and learning and in contrast to conventional screen recorded video tutorials with narratives, story-based videos were developed with cartoon characters, settings, and contexts similar to student life. Both types of videos are used for library instruction. A user study with 50 first-year students was conducted to examine student learning outcomes and experiences with both types of videos. The poster will share detailed results and comments from students.

T24-Designing Collaborative Asynchronous Online Discussions for Deep Learning: Poster of a Design Framework
Presenters: Yuri Pavlov, Syracuse University
Contributors: Yiyian Wu, Tiffany A. Koszalka, Syracuse University
This poster showcases a collaborative asynchronous online discussion (AOD) framework designed to foster deep content learning. AOD is ideal for content-focused conversations when learners are content-prepared. Designing AOD with collaborative strategies that begins with pre-work and prompts lower-to higher-levels of thinking supports content-intensive discussions. Participants build foundational knowledge, then enter the AOD prepared to participate. Prompting threads foster sharing leading to validation of current understanding, developing new knowledge, and perhaps change of existing knowledge.

T25-Developing a Digital Repository for Online Teaching and Learning Using Design-Based Research
Presenters: Jennifer Richardson, Daniela Castellanos Reyes, Mohammad Shams Ud Duha, Shamila Janakiraman, Purdue University
The aim of this presentation is to discuss the development of a digital repository for online teaching and learning using a design-based research approach. Data-driven design decisions will be discussed. Further, the presenters will present how the project was framed as a human performance issue and incorporated the 5Rs of OERs, resulting in an HPT model specific to OER development. The intended audience is researchers and instructional designers.

T26-Digital embroidery to teach ICT skills
Presenters: Daniel K. Schneider, University of Geneva
This poster presentation argues that digital embroidery can be used as a motivating medium to teach various ICT skills, in addition to design and soft skills. We shall present our first experiences in the educational use of digital embroidery.

T27-Examining Instructional Design Practice: Practitioners’ Design Means and Judgments
Presenters: Ahmed Lachheb, Elizabeth Boling, Indiana University
This poster presentation describes a study that investigates the use of Instructional Design (ID) means from the perspectives of ID practitioners. Ten ID practitioners working in diverse contexts were observed while designing in-situ and interviewed regarding the design means they use. The preliminary findings highlight (1) the rich and complex sets of design means being used in situ, and (2) the complex design judgments that practitioners make in selecting and using their design means.

T28-Explore the Influence of Retrieval Practice on Visual and Verbal Learning
Presenters: Zhen Xu, University of Florida
Contributors: Shalaunda Reeves, Pavlo Antonenko, University of Florida
This study compared the effectiveness of retrieval practice in verbal and visual learning outcomes compared to rereading and self-generated concept map. At the same time, we explored individual differences in visual working memory and visuospatial working memory as moderator.

T29-Looking at Student-facing Dashboards from an Instructional Design Perspective
Presenters: Yishi Long, Purdue University
Given the current booming growth of online education, working out instructional design and teaching strategies to improve student success in online courses is becoming increasingly important (Bodily & Verbert, 2017). This review
discussed how learning analytics (LA) impact student learning in online courses and utilized an instructional design perspective to examine the usefulness of student-facing dashboards and provided suggestions for instructional designers (IDs) to make the student-facing dashboards better meet students’ needs.

**T30-The Crust of the Matter: Lessons in Assessment Design from The Great British Bake Off**

*Presenter(s): Yin Wah B Kreher, Georgetown University; Tanya O’Reilly, Stockholm University*

This proposal examines how the Great British Bake Off (GBBO) might inspire us to rethink how we design assessments in higher education. Boud and associates’ (2010) Assessment 2020: Seven Propositions for Assessment Reform in Higher Education will be used to analyze the GBBO performance challenges. The analysis reveals that there’s much we could apply to current assessment design, including the openness to learning with others, making assessments sustainable, and beating one’s own personal best.

**T31-College Students’ Perceptions of Using an App in Online Elementary Spanish Courses**

*Presenter(s): Gloria M Monzon, Heng-Yu Ku, University of Northern Colorado*

*Contributor(s): Dalal Alrmuny, University of Northern Colorado*

This study will investigate 100 college students’ perceptions of using an application (app) in Elementary Spanish courses. In creating the videos, students will practice their speaking and listening skills using the Flipgrid® app. A survey will be used to gather students’ perceptions toward the app and how it is related to the course and their language learning process. Research results and educational implications will be shared and discussed.

**T32-Designing Reciprocal Teaching Strategies in Asynchronous Discussion Forums**

*Presenter(s): Ginger S Watson, University of Virginia*

*Contributor(s): Jenifer R. Marquis, Craven Community College*

Reciprocal teaching is an interactive instructional procedure that improves students’ learning through scaffolding of four comprehension-fostering and comprehension-monitoring strategies. This poster shares design strategies for implementing reciprocal teaching methods in discussion forums for an online college course demonstrating ways that predicting, questioning, clarifying, and summarizing can be implemented in asynchronous discussions to achieve higher levels of thinking, deeper processing, and better learning than traditional methods. Reciprocal teaching examples will be contrasted to traditional discussion forums.

**T34-Factors Affecting Students’ Mobile Learning System Use and Satisfaction**

*Presenter(s): Nari Kim, University of Wisconsin, Oshkosh*

The purpose of this study was to analyze the structural relationships among factors affecting online university students’ system use and satisfaction with a mobile learning platform. Results showed that service quality and personal innovativeness had direct effects on system use while system quality and information quality did not have any significant effects on system use. Service quality, personal innovativeness, and system use significantly affected satisfaction while system quality and information quality had no direct effects on satisfaction.

**T35-Impact of business students’ knowledge sharing on cognitive engagement in online learning environment**

*Presenter(s): Hungwei Tseng, Jacksonville State University; Hsin-Te Yeh, Metropolitan State University of Denver*

*Contributor(s): Xiang Yi, Jacksonville State University*

The purpose of the study was to investigate the relationships of knowledge self-efficacy, knowledge sharing behaviors, knowledge sharing intention, and cognitive engagement. Also, the study investigated whether knowledge self-efficacy, knowledge sharing behaviors, and knowledge sharing intention could significantly predict cognitive engagement. Results indicated the factors were highly correlated with one another and cognitive engagement could be predicted by the other three knowledge sharing factors. Knowledge sharing is one of the keys to successful online learning.

**T36-Instructor And Student Perspective Of Online Self-regulated Learning Strategies In Higher Education**

*Presenter(s): Dongjin Kwon, The University of Alabama; Halim Lee, University of Alabama*

Online education is one of the learning tools for students who are nontraditional and are unable to attend classroom-based
environments. The purpose of this study is to identify the differences between students and teacher perspectives and discuss self-regulated learning (SRL) strategies for an effective online learning environment. Instructors and students will take an online survey of SRL. The results of this study can have implications for developing an effective online learning environment.

T37-Multimedia, social presence, and message design preferences in online classes
Presenter(s): Miguel Ramlatchan, Old Dominion University
There are many ways instructors and instructional designers can design and develop multimedia for online courses. This research looks to define evidence-based best practices for the design of multimedia content that also enhances social presence in distance learning and online environments. This study asked 596 participants to consider the perspective of online students and select one of five videos that they would prefer viewing during their online course. These participants included a diverse sample of students, faculty, administrators, researchers, and instructional design and support staff. The findings indicate that 93.5% of participants preferred the two variations that included video of the instructor and the instructor’s presentation slides at the same time.

T38-Online Reciprocal Teaching: Designing an Instructional Approach that Scaffolds Metacognitive Strategy Use for College Students
Presenter(s): Jiyae Bong, Vanessa Dennen, Florida State University
This presentation shares the design and development process used for an instructional practice of teaching metacognitive strategy use in reading tasks for undergraduate students in an online course. The instructional intervention was adapted from the Reciprocal Teaching (RT) method (Brown & Palincsar, 1989). Specific attention is used to the way in which the RT method was converted to an online learning setting for college students and considerations of the instructional intervention implementation.

T39-The Effectiveness of Using Visual-based Metaphorical Representations to Promote Learner-content Interaction in Online Learning Environments
Presenter(s): Mohammed H Alsuwailm, Qassim University
This study aims to detect the use of visual-based metaphorical representations and their role in supporting and promoting the interaction between the learner and the content on online learning environments in consideration of three levels of interaction: low interaction, medium interaction, and high-interaction.

T40-The Gamification Gamut in Higher Education
Presenter(s): Jenelle M Hodges, Josephine Prado, University of Alabama at Birmingham
Contributor(s): Jenna LaChenaye, University of Alabama at Birmingham
In our poster presentation, we would like to spotlight 5 courses that vary along the gamut of gamification. We would like to share how we have found through research, reflective best practice, and the analysis phase of course design that different levels of gamification have achieved success in our courses. We will highlight how these diverse design elements can be implemented at all different levels to accommodate variations in instructors, learners, environments, and learning content.

T41-Voluntary changes in faculty practices to create quality online course organization
Presenter(s): Lisa Shappee, Kansas State University Polytechnic
Can faculty at a campus with strong shared governance and academic freedom be persuaded to adhere to a standard organization of online courses without enforcing policy? One Instructional Designer (ID) aims to find out. This poster session will share an ID’s attempt at improving online course organization by educating and assisting faculty to organize courses rather than creating policy to require change. This session will share the philosophy, practices, successes, and failures of this program.

T42-Auto-Evaluation Study on the Speakability of English Spoken Materials
Gallery Walk
**T43-Development and Evaluation of a Gamified Collaborative Learning Platform**

Presenter(s): Yunjo An, University of North Texas
Contributor(s): Gowtham Kesa, Rishi Reddy Kolanu, Jared Michael White, University of North Texas

Gamification design can be more effective when it properly uses the common and inevitable human desire to connect with one another. We are currently developing a gamified collaborative learning platform that can be used to promote social interaction and collaboration in learning environments. In this session, we will present the gamified collaborative learning platform and preliminary results of a pilot study that aims to investigate the usability and effectiveness of the platform.

**T44-Educational use of Internet Protocol Television**

Presenter(s): Nam Ju Kim, Cristiane R. Vicentini, University of Miami
Contributor(s): Sung-Wan Kim, Korea Nazarene University

Nowadays, TV-related technologies utilizing Augmented Reality and Artificial Intelligence (e.g., Internet Protocol Television-IPTV) have developed rapidly for educational use. These enable us to go beyond the provider-centered perspective—which focuses solely on the unilateral delivery of learning content—and utilize new technologies for two-way communication-based educational content. This paper explains how Augmented Reality and Artificial Intelligence are utilized in IPTV and introduces the case of educational IPTV, currently commercialized in South Korea.

**T45-Elementary Teacher Perceptions About Chromebook Technology Use in the Classroom.**

Presenter(s): Dalal H Alfageh, Northern Illinois University

The purpose of this study is to explore elementary teacher’s prospectives regarding Chromebook technology use in their classrooms, to learn more about their thoughts and experiences while using this technology. The study will be conducted among elementary teachers that have incorporated the use of Chromebooks. The findings of this study might help to support educational administrators and policymakers in making informed decisions regarding the adoption of e learning in teaching.

**T46-Game-Based Assessment for Collaborative Learning Skills: Development, Analysis and Interpretation**

Presenter(s): Fei Wang, ECNU

The purpose of the research reported in this paper is to design an assessment model for the assessment of collaborative learning skills and develop a corresponding game-based assessment system. This study uses a design-based research paradigm combined with a system development method to develop the game-based evaluation system. Except for questionnaires and semi-structured interviews, the rest of the data for analysis was collected through the game-based assessment system.

**T47-How Computer-assisted Data Triangulation Influences Graduate Students’ Learning Experience and Outcomes of Qualitative Data Analysis**

Presenter(s): Joan Hughes, Chenglu Li, Hsiao-Ping Hsu, University of Texas at Austin

This study leverages machine learning (ML) to build a Computer-assisted Data Triangulation (CADT) system to investigate its performance in facilitating graduate students’ learning experience and results in learning qualitative data analysis when using Computer-assisted Qualitative Data Analysis Software (CAQDAS). The ML model has been integrated into MVivo, a CAQDAS developed by the authors. A pilot study has been designed to understand graduate students’ experience and perceptions toward coding in CAQDAS with and without CADT feature.

**T48-How Problem-Solving Skills and Productive Failure are Supported in Immersive Environments**

Presenter(s): Benjamin Emihovich, University of Michigan-Flint; T. Logan Arrington, University of West Georgia; Xin Hao
Xu, University of Missouri-Columbia

Gameplay in immersive environments often requires players to test and refine new strategies when confronted with progressively more challenging scenarios where learning from failure is a function of game design. Over time, players hone their skills through internal game mechanics and interactions with the environment such as feedback and pedagogical agents to support long-term learning, which is known as productive failure. This poster presents a game-based assessment research methodology and an interactive VR demonstration.

T49-Immersive Learning Experiences Utilizing Augmented Reality in an Informal Learning Environment
Presenter(s): David Squires, Texas A&M University - Corpus Christi

Iterative data collection cycle of an Augmented Reality mobile application platform and the data analytic tracking implemented at an Art Museum in the Southern United States. Data collection methods involved the utilization of commercial data analytics tracking software and development kit. The immersive experience campaign tracked participants use of the mobile immersive AR applications, time on task, how long each learning artifact was engaged with within the museum site, and participant’s unique device identification numbers.

T50-Inspiring Distance Learning Collaboration Nursing Students: Creating a “TELE” for inspired learning via Microsoft Teams Digital Platform
Presenter(s): Charles Johnson, University of North Texas

Technology has enabled new educational paradigms, created student-centered learning, digital communities, and constructivism. The introduction of a new communications platform, Microsoft Teams have created a digital pathway to inspire, inform, and engage incoming online nursing students at a major university in Texas. This platform has enabled the institution to reach hundreds of students from across the nation, with a click. The results have created increased student engagement and created an effective collaborative “TELE” environment.

T51-The effectiveness of using social robots in early childhood: A preliminary systematic literature review
Presenter(s): Beheshteh Abdi, Northern Illinois University

In the last two decades, social robots have been designed and used to improve social interaction among children. Accordingly, the researcher has targeted to find out the effectiveness of using robots to improve the social interaction of children. The paper reports a systematic review of the studies conducted in the last five years. A number of papers were identified in the period from 2013 to 2018 and the current review focused on research papers on the effectiveness of using social robots in early childhood. A preliminary analysis of the studies shows the positive impact of using robots on improving the social interaction of children.

T52-The Effects of Augmented Reality on Early Literacy Skills and Student Motivation
Presenter(s): Zilong Pan, University of Texas at Austin

Augmented Reality (AR) as an emerging technology has drawn attention from early childhood educators. To examine its effects, this research introduces AR into pre-kindergarten classrooms. Students in experimental classes will engage with an AR picture book while the control classes will only access a 2D picture book of the same content. This study is currently underway and intended to find out AR’s impacts on early literacy learning and motivation from the teacher and student perspective.

T53-Using Mobile Apps to Support Time Management Skills for Students with Disability in Higher Education
Presenter(s): Dongjin Kwon, The University of Alabama

The purpose of this study is to determine whether the time management skills of students with intellectual disabilities will be improved during a class using a mobile device.

T54-Using Virtual Reality to Provide Life Transition Skills for Students with Disabilities
Presenter(s): Benjamin Emihovich, University of Michigan-Flint
Contributor(s): David Hill, Feng Zhou, Stein Brunvand, University of Michigan-Dearborn

The purpose of this poster is to present a grant-funded research project aimed at developing an innovative approach to
teach students with disabilities functional life skills through the use of immersive virtual reality (VR) environments. The goal of this project is to provide special education teachers an economical resource that can be used in the classroom to teach students with disabilities life skills that will hopefully enable them to successfully transition to adulthood.

T55-What Makes a Learning Game Effective?: A Literature Review of Game Design Elements
Presenter(s): Chih-Pu Dai, Florida State University
This literature review aims at examining current game design elements and their relationship with learning paradigms by analyzing and synthesizing research literature. Two themes emerged and are discussed: (a) evidence of game design elements through the early works, and (b) adaptation and feedback. With a call for more rigorous research on game design elements, I conclude that effective game design elements need to be discussed in conjunction with learning paradigms.

T56-Writing-to-Learn for Undergraduate STEM Content: Graphical Interface of Knowledge Structure (GIKS) for Enhancing Science Understanding
Presenter(s): Hwei-Kit (Grace) Chang, The Pennsylvania State University
We will show the GIKS writing-to-learn tool. Participants may log in as a student during the presentation to experience the network feedback approach and then discuss it together, then we present pilot data from CMPSC 461 on GIKS effectiveness as a writing-to-learn tool in STEM content areas. We will also report the comparisons of the GIKS grading and human grading.

Presenter(s): Sarinporn Chaivisit, Oklahoma State University
“This poster showcases a proposed convergent parallel mixed methods study which explores users’ perspectives regarding the AR app’s effectiveness that enables users to learn new technologies. The quantitative and qualitative data will be collected through interviews, observations, artifacts, and pre- and post- surveys. The results will illustrate whether AR improves users’ learning achievement. This study will guide teachers in the implementation of AR in educational settings, as well as help instructional designers improve multimedia instructions. “

T58-Effects of social media richness on topic duration in professional learning communities
Presenter(s): Okan Arslan, Texas Tech University
The main purpose of this study is to explore how social media richness features effect the duration of a topic discussed in a professional learning community. A total of 648,000 tweets were analyzed by text mining and machine learning algorithms for both topic analysis and classification of the tweets according to the media richness features. Multilevel regression model was used to explore the effects of media richness on Twitter topic duration.

T59-Comparative Study of Accessibility for Educational Technology in the United States, Nigeria, and China
Presenter(s): DANIEL AGBAJI, Emporia State University
Contributor(s): Brady Daniel Lund, Ting Wang, Emporia State University
This qualitative study investigates the accessibility of online learning technologies (e.g., the prevalence and compatibility of screen readers, navigation tools) in three of the world’s largest countries in terms of both population and GDP: the United States, China, and Nigeria. A combination of interviews, surveys, and literature research is used to compare the state of accessible education technology in these three countries. Each of the three countries is represented by members of the research team.

T60-Gender Differences in Social Presence in a Gender-Segregated Higher Education System and Blended Learning Environments
Presenter(s): Abdullah Alotaibi, University of North Dakota
The study addresses the relationship between gender and online social presence among undergraduate students in Saudi Arabia. Few previous studies have investigated the relationship between gender and online social presence in co-educational online learning environments. Thus, the purpose of the study is to extend the research to the gender-
segregated educational system and blended learning environments. The study utilizes a survey research design to collect descriptive and inferential data from the foregoing respondents. As this proposed study is still in progress, the results are not available yet. The study should be completed in the fall of 2019. Keywords: Online Social Presence, Gender Differences, Gender-Segregation, Blended Learning

T61-Human-Performance Technology to Address the Resolution Quality at Telecom Company – Case Study

Presenter(s): Sameera S Algarni, University of North Dakota
Contributor(s): Ademola Amida, University of North Dakota

The purpose of this study was to address the resolution quality at telecom company on techniques and solving technical problems in software systems. I worked with its team to add them to the workflow software. I applied intervention for the small number of troubleshooting tickets. The results show that the department’s quality of work increased by 15% in the overall indicators, which is a good start in the quest to reach the firm’s KPI targets.

T62-The Effects of Intrinsic Motivation on Students’ Academic Success

Presenter(s): Sameera S Algarni, The University of North Dakota
Contributor(s): Ademola Amida, Robert Stupnisky, The University of North Dakota

This study will explore graduate students motivation by examining the dimensions of self-determination theory SDT in relation to graduate students’ social environments and their academic success. Specifically, this study will test a hypothesized model for graduate students’ basic psychological needs, social environment, and motivation in predicting their academic success. The study will also examine gender difference in graduate students motivation.

T63-Understanding Graduates’ Career Readiness and Confidence Following a Career-Coaching Course

Presenter(s): Vicki Stieha, Lisa A. Giacumo, Boise State University
Contributor(s): Steven W. Villachica, Boise State University

A master’s-level program shares its empirical evaluation of a career-coaching course developed to meet the changing needs of the matriculating students. The course is designed to support students’ successful transition into desired instructional design, training, or human performance positions. Nine participants shared their post-coaching reflections in semi-structured interviews. The narrative analysis of these qualitative data form personas that are instructive in our evaluation process and illuminate understandings about developing leaders in our field.


Presenter(s): Sameera S Algarni, The University of North Dakota
Contributor(s): Ademola Amida, Woei Hung, University of North Dakota

This study used the Pershing Performance Improvement model (PPIP) to analyze the reasons for lack of motivation among engineering freshman and explored the underlying learning performance gap. Both qualitative and quantitative data were obtained and analyzed using the steps in the PPIP model. After the analysis, possible intervention initiatives were suggested to address the motivation problem.

T65-Journey to Massive Open Online Courses by Pre- and In-service Teachers

Presenter(s): Trang Phan, Fresno State; Meina Zhu, Indiana University

This study documents the journey to Massive Open Online Courses (MOOCs) of student teachers who were exposed to MOOCs for the first time, including their motivation to take a MOOC and their learning experience in the course. It also discusses MOOC attributes to their personal and professional growth. It is hoped that the authentic voices of reflection will serve as a reference source for the professional development MOOCs for K-12 teachers.

T66-Spatial Thinking: A Rising Direction for Instructional Design?

Presenter(s): Rebecca Wheeler, Gayle V. Davidson-Shivers, University of South Alabama

Spatial thinking is increasingly being recognized as an essential component of many learning domains, including the geosciences and engineering. Although most undergraduates enter college with limited spatial thinking skills, few studies...
T67-Applying Video Occlusion Technique to Test and Train Law Enforcement Officers Perceptual Cognitive Skills
Presenter(s): Mohamadreza Jalaeian Taghadomi, Southern Illinois University
Contributor(s): Peter Fadde, Southern Illinois University
When come into conflict with civilians, law enforcement officers must make quick decision under time pressure. This study uses video-occlusion technique to measure experienced law enforcement officers’ attack recognition skill in dealing with civilians and then repurpose the testing tool into a training simulation to improve and accelerate novices’ decision making skill by training one small perceptual-cognitive skill.

T68-Integrating Performance Based Learning into Online Training Events
Presenter(s): James Michael Keyser, Morehead State University
This poster session will focus on the need and process for creating an employee compliance training class that is both engaging and effective in changing behaviors in the workplace. The session will include a discussion of the design and development of an online compliance training class for governmental employees using the performance based learning model in an effort to increase student engagement and application.

T69-Use tools available to you to inspire learning in your organization
Presenter(s): Jeroen Breman, Northwest Lineman College
This design case shows how one L&D department used available tools and training to develop a new managers development program. Learners and facilitator were in three location across the USA. Off the shelf e-learning was combined with live online discussion sessions using Microsoft Teams, and book reading, job-shadowing, and application assignments to create an inspiring learning community. Experiences from the pilot with eight participants including suggested improvements to the program will be shared.

T70-An exploration of K-12 students' conceptions of learning with technology: A drawing analysis
Presenter(s): Albert Dieter Ritzhaupt, University of Florida
Contributor(s): Max Sommer, Kara Dawson, John Hampton, Jessica Socorro, Jingwei Li, Pavlo Antonenko, University of Florida; Chin-Chung Tsai, National Taiwan Normal University
Student conceptions of learning with technology is an increasingly important concept to assess given the growth of information and communication technology (ICT) in schools. Students (N = 377) across grade levels from a K-12 school were tasked with drawing a picture to answer the questions “What is learning with technology?” and “What is it like when you are learning with technology?” Data were coded using validated protocols, and results were summarized by category and sub-category.

T71-Boundary Objects used in the Pedagogical Encounters of Golf Instructors across Space-Time
Presenter(s): Nate Turcotte, Penn State University
Contributor(s): Ty Hollett, Dan Merrell, Steve Wager, Penn State University
This proposal reports on a Category 2 Work in Progress (Poster) of an ongoing qualitative comparative case study (Yin, 2014) of two instructors at a Golf Teaching and Research Center (GTRC) located at a large mid-Atlantic university. This study aims to unearth how these two instructors in an embodied teaching setting, transform their bodies as boundary objects in pedagogical encounters (Star & Griesemer, 1989; Bowker et al., 2015) across space-time.

T72-Identification of the Nature of Educational Technology as a Field
Presenter(s): Vandy Pacetti Donelson, United States Sports Academy
This study demonstrates that longitudinal quantitative analyses outside the established publication record (peer-reviewed journals) in shared communities of practice exhibits empirical regularity with persistent patterns of lognormal distribution.
Bibliometric data was collected from the AECT Conference Proceedings in order to visually map communication through co-citation and validate Educational Technology as a scientific specialty. The nature (nodal development, seminal works, leading institutions, and researchers at the research front) of educational technology was determined.

**T73-Implementation of Open Education Resources in Higher Education: Experiences of Scholars, Librarians, Administrators, and Advocates**

**Presenter(s): Tutaleni I. Asino, Oklahoma State University**
**Contributor(s): Jose Fulgencio, Oklahoma State University**

Open Education Resources (OER) provide free educational resources, tools, software, and learning material to the world. However, just because a resource is free, it does not mean it was produced for free. While there is a consensus regarding the positive impact of OER, the issue of how individuals are implementing and sustaining OER has received limited attention. We explore how individuals at higher education institutions are implementing and sustaining OER initiatives. To obtain data to answer the research questions an exploratory case study, incorporating thematic analysis was used in the study. The research examined different perspectives of participants’ experiences leading, creating, or adopting an OER initiative.

**T74-Individual Differences in Visualizing Biology Graphics and Searching in Plant Peel**

**Presenter(s): Zhen Xu, University of Florida**
**Contributor(s): Shalaunda Reeves, Pavlo Antonenko, University of Florida**

This study explored the influence of individual differences of learners, specifically, verbal working memory, visuospatial working memory, and flexibility of closure on their performance in transferring reading a coal ball peel graphic to reading an actual coal ball peel.

**T75-Priming Effect on College Students’ Attitudes in Non-Scientific Fields Toward Science**

**Presenter(s): Richard Conrad West, Heng-Yu Ku, University of Northern Colorado**

Unconscious social pressures can affect students’ attitudes toward science learning. Providing affective priming prior to a science lesson may increase learner receptivity and enhance general attitude toward science topics. The purpose of this study is to investigate the effect of positive affective priming when priming is presented in an enthusiastic manner (narrated) and when priming is presented neutrally (un-narrated) on college students’ attitudes in non-scientific fields toward science as well as differences between genders.

**T76-Right Info, Wrong Answers: Eyeing the Search for Why With Tracking Technology**

**Presenter(s): Feng-Ru Sheu, Kent State University**

The poster reports a study about the process or the quality of the search online information, including how the information was “read” (or “seen”). Inspired by the eye-tracking technology and the idea of “eye-mind hypothesis,” the study aims to explore students’ online information searching behaviors and determine what eye movement data can provide to better understand Web searching/browsing behaviors, and therefore, to inform practitioners (instructional designers, librarians, and information specialists etc.) for better design.

**T77-The Impact of Discussion Group Formation on Online Case-Based Instruction: A Quasi-Experiment Research**

**Presenter(s): Tingting Yang, Heng Luo, Central China Normal University**

This proposal reports a study on discussion group formation in online case-based instruction environment. A quasi-experiment was conducted to investigate the impact of group formation by comparing the learning outcomes of students assigned differently in three discussion groups. The results revealed that students performed better in groups with teammates of their choices. Moreover, the study suggested students with distinct grouping-preference approach online CBI differently.
T78-The effect of cues in e-books on Pre-K children’s visual attention and word reading: An Eye tracking study

Presenter(s): Fatih Ari, University of South Carolina
Contributor(s): Ismahan Arslan-Ari, Lucy Santos Green, University of South Carolina

This presentation reports the results of an eye movement study examining how pre-K children process electronic storybooks with narration. It also explores the effects of visual cues on children’s visual attention to text, word reading and comprehension. Data was collected from eight children attending a university-associated daycare. While participants were able to understand the story, cues did not guide their attention to the text and help them to gain the word recognition. Further, they spent more time focusing on the pictures.

T79-Theoretical Model for Reciprocal Reinforcement of Computational Thinking and Cognitive Behavioral Therapy

Presenter(s): Daniel P Kelly, Texas Tech University
Contributor(s): Ugochi P Iwuji, Texas Tech University

This poster will provide attendees with the rationale, framework, and examples for use of a new framework that uses computer science and computational thinking to enhance and reinforce cognitive behavioral therapy for students sent to alternative educational programs for disciplinary reasons.

T80-Using Knowledge Integration Theory to Guide the Design of Pre-class Learning in a Flipped Course for Pre-service Teachers

Presenter(s): Zhiyan Wang, Central China Normal University
Contributor(s): Taotao Long, Xiaoyu Yang, Louqi Chen, Central China Normal University

This paper will describe the design and implementation of the pre-class learning experience in a flipped class for pre-service teachers which was guided by the Knowledge Integration Theory. The findings of an experimental study show that the learning achievement, self-efficacy, the application of cognitive and the metacognitive skills of the learners in the flipped class guided by Knowledge Integration theory were significantly higher than those in the normal flipped class.

T81-Educational Technology Tools and Citizen Science: A Perfect Synergy

Presenter(s): Ayodeji Ibukun, Tutaleni I. Asino, Oklahoma State University
Contributor(s): Nicole Colston, Oklahoma State University

This poster will showcase a synopsis of the important activities carried out by the authors as education researchers on an NSF grant project called the Spotty Rain Campaign, from August 2018 to July 2019. The aim of the poster is to bring awareness and clarity to how educational technology tools are used to support citizen science such as the drought monitoring collaborations between researchers in the great plains of the United States.

T82-Learning Ecosystems: A Framework for Systems Thinking

Presenter(s): Anita Mitchell, Florida State University

A learning ecosystem encompasses everything that contributes to learning, including physical, virtual, internal and social components. This poster presentation will model the learning ecosystem of a graduate student attempting to understand the instructional systems and learning technologies field. Benefits of a modeled learning ecosystem include a better understanding of the impacts of each of the factors in the system as well as the potential to identify areas most critically in need of further study.

T83-A Design of an EdTech Pilot Simulation for Preservice Teachers

Presenter(s): Jiaming Cheng, Amber Walton, Syracuse University

In this instructional practices proposal, we introduce an exploratory design case of a low-fidelity role-play simulation activity which imitates a decision-making process of purchasing an educational technology product in a school district. This activity is designed to connect classroom learning and further working for pre-service teachers by having students experience the process of the EdTech pilot in K-12 schools. In the proposal introduced the current design and discussed further revisions.
T84-A Qualitative Study Exploring Factors Influencing Teachers' Decision-Making in Early Childhood STEM Classrooms
Presenter(s): Meimei Xu, University of Georgia
Contributor(s): Janette Hill, UGA
Early childhood education in science, technology, engineering and mathematics (STEM) has been recognized as critical in children’s cognitive development (Kermani & Aldemir, 2015; Nores & Barnett, 2014). Dynamic decision-making is a natural cognitive process of teachers in early STEM classrooms. Due to high-level dynamicity in early STEM classrooms, early childhood teachers need to make multiple decisions which would influence young children’s STEM learning experiences. The dynamicity within the decision-making process requires teachers to have complete awareness of possible factors influencing their STEM classrooms.

T85-Developing Instructor Self-Efficacy in Competency-Based Education
Presenter(s): Christopher R Prokes, Patrick Lowenthal, Boise State University
Competency-based education (CBE) is gaining traction as a viable method of course delivery. Most instructors, though, are new and unprepared for this mode of course delivery. In this session we will report on the results of a mixed methods evaluation of a training focused on increasing the self-efficacy in competency-based instructors.

T86-Facilitating the Use of ICT Skills and Self-Efficacy of EFL Instructors through Mobile Technologies Course
Presenter(s): Ozlem Zengin, Sabancı University
Contributor(s): Meral Aksu, Middle East Technical University
The aim of this study was to develop a mobile technologies course delivered online and explore the effects of this online course designed on Mobile Technologies on the use of ICT skills, attitudes and views of EFL Instructors. This study is designed according to Mixed method research. The results indicated the online training course helped them develop their skills on the use of mobile Technologies in English Language teaching.

Presenter(s): Hannah Bateman, Brigham Young University
Contributor(s): Cecil R Short, Douglas Archibald, Brigham Young University
This poster shares findings from the development of an open textbook focused on preparing K-12 teachers for blended teaching. A draft of the book was reviewed by researchers and practitioners (n = 18) to determine if it would meet the needs of different stakeholders. Findings from the evaluations are valuable for leading the development of future educational products, as they reveal what both researchers and practitioners look for in a guide about innovative practices.

T88-Online PD for English Teachers in Rural China: China-Planting Seeds of Change?
Presenter(s): Pengtong Qu, Meina Zhu, Indiana University
Contributor(s): Faridah Pawan, Indiana University; Wei Zhong, Yunnan Normal University
The Chinese Distance Education Project for Rural Schools is considered the world’s largest information communication technology project. Part of its mission is providing professional development to teachers, including English teachers, in inaccessible areas. There are over 600 million Chinese English learners but the ratio is 1 teacher: 800 students, worse in rural areas. This mixed-method literature review yields information on online PD providers, delivery modes, online pedagogies, and the teachers’ met and unmet needs.

T89-Providing Experience as Worked Example: A Strategy for Diffusion of Instructional Design in Japan
Presenter(s): Kei Amano, Kumamoto University
Contributor(s): Katsuaki Suzuki, Shigeki Tszuku, Naoshi Hiraoka, Kumamoto University
This study reports on the strategy of using blended workshops to diffuse instructional design (ID) in Japan. The workshops were redesigned based on the principles of ID theory and taught in accordance with the demonstration phase of Merrill’s First Principles of Instruction. This resulted in a confirmed increase in the number of participants. The study suggests that participants had positive reactions to the concept of ID-based course design.
T90-Teaching Educational Technology: An Analysis of Course Syllabi from Teacher Education Programs

Presenter(s): Yi Shi, the University of Texas at Austin
Contributor(s): Daeun Hong, Ying Cai, Peixia Shao, University of Texas at Austin
This qualitative research study examined course syllabi of education technology that are taught in major teacher education programs in U.S. universities. We are interested in how the course is taught and what pedagogical features do these courses emphasize. The present study could provide meaningful information for designing and teaching educational technology in teacher education programs while providing a current snapshot of the field.

T91-Technology Integration Readiness of Pre-service Teachers (pilot study)

Presenter(s): Volodymyr Lazar, University of North Dakota
Contributor(s): Kathy Smart, University of North Dakota; Bonni Gourneau, University of North Dakota
The purpose of this qualitative study was to examine a small group of pre-service teachers’ (PST) self-reported skill in applying Technological, Pedagogical, and Content Knowledge (TPACK) in a midwestern university teacher education program prior to student teaching. The rationale for this study was to identify and document the intersections of knowledge that are required for strengthening optimal preparation.

T92-The Validation and Results of the Program Completer Survey for Teacher Candidates

Presenter(s): Heng-Yu Ku, University of Northern Colorado
Contributor(s): Chia-Lin Tsai, University of Northern Colorado
This study aims to examine the psychometric properties of the Program Completer Survey for teacher candidates. The survey containing 45 items that was completed by teacher candidates, university supervisors, and cooperating teachers to assess the teacher candidates’ competence levels during their final student teaching was analyzed. Results revealed that three underlying factors were measured using the survey and the university supervisors’ evaluation scores were significantly lower than ratings from the cooperating teachers and teacher candidates.

T93-Fostering Innovative Professional Learning to Inspire Learning Professionals

Presenter(s): Kimberly N LaPrairie, Kathleen Mansfield, Marilyn Rice, Sam Houston State University
Contributor(s): Sebastian Lopez Jr., Sam Houston State University
Tired of the same old sit-and-get professional development opportunities? Why not try something new? Come hear how you can upgrade your professional learning strategies through the innovative use of technology. A variety of tools and strategies will be discussed, including credentialing, crowd-sourced learning, and the use of social media for sustained inquiry.

T94-Getting Your Hands Dirty: Innovations & Obstacles with Project-Based STEAM Instruction

Presenter(s): Hannah Kate O’Brien, Gi Woong Choi, State University of New York at Oswego
The poster will involve conversations regarding the research and its findings. A thorough explanation of the survey instruments, research methods, and final results will be provided. In addition, suggestions on how to incorporate STEAM instruction in the everyday classroom will be provided based on the findings from the research. The research also offers a lot of options for further studies and related research that can be discussed.

T95-KidSpeak – a Gamified Progress Monitoring tool for Oral Reading Fluency

Presenter(s): Simon Hooper, Penn State University
Contributor(s): Jian Liao, Michelle Hepfer, Rayne Sperling, Laura West, Alicia Hart, Penn State University; Susan Rose, University of Minnesota;
Oral reading fluency (ORF) has been identified as one of five essential components of reading and monitoring student ORF can help teachers identify students at risk of reading failure and improve student academic outcomes. We have designed a gamified ORF progress monitoring tool, KidSpeak, to motivate students and to make the ORF scoring more efficient and reliable. KidSpeak has now been applied in instructional practices in elementary schools.
T96-Powerful gains in teacher effectiveness, student engagement, and student achievement through inspiring, contemporary formative assessments
Presenter(s): Karen Johnson, Mary W. Stout, University of Phoenix
Contributor(s): Michelle Hill, J. Medgar Roberts, University of Phoenix; Lisa Wells, Wells
Formative assessment is an effective tool to address three key challenges that contemporary educators face: collecting timely data to plan instruction, determining educational continuity of students to meet students in place, and encouraging and catalyzing students’ higher order thinking skills (Hattie, 2009 & Heritage, et al., 2016). In this session we will discuss the emerging use of powerful new technology including cell phones and applications for inspired formative assessments that will engage teachers and students.

T97-Examining Technology Integration in Burkina Faso: Inspiration of Taiwanese L2 Chinese Teachers’ Beliefs and Practices
Presenter(s): Chih-Pu Dai, Florida State University
In this ethnographic study, I investigate four Chinese language teachers’ technology practices in Burkina Faso, Africa. With a stance on reflective professional development, the year-long thick description yields three themes: (1) Teachers’ beliefs and practices of technology; (2) Affordances and challenges of classroom technology integration; and (3) Informal use of technology for L2 Chinese educational purposes. This study provides inspirations and implications of technology integration for teaching and learning in Africa.

T98-Faculty Members’ and Students’ Perceptions of Student Engagement in the Flipped Classroom Learning Environment
Presenter(s): Heng-Yu Ku, University of Northern Colorado
Contributor(s): Fatimah Alebrahim, University of Northern Colorado
The purpose of this study was to explore how three professors and 14 students perceive student engagement in the flipped classrooms in which they are teaching/learning. The data were collected in multiple forms and the utilization-focused evaluation was used as an implementation evaluation framework for the study. The findings showed that faculty and student perceptions of student engagement were positive and supportive of the idea that the flipped classroom enhanced student engagement.

T99-Does My Teacher Smile? An Exploration of Social Presence and Identity in Online Environments
Presenter(s): Ömer Arslan, Florida State University
This study analyzes faculty members’ smile on profile photos in university web site, Facebook, Twitter, Instagram, and LinkedIn. The initial findings indicate that the level of smile intensity in Facebook tend to increase for the majority of the participants compared to university web site. The first phase of the study may contribute to literature on how visual elements may facilitate social presence and identity performance in online environments.

T100-Making a short picture-movie in English using an iPad App “Kumata” by Japanese K-9 students
Presenter(s): Hitoshi Susono, Eri Ono, Mie University
Contributor(s): Maki Hagino, maki.hagino@rsen.mie-u.ac.jp
Making a short movie in English is one of better ways for Japanese K-9 students to learn the foreign language and to express themselves. So the authors designed and developed an iPad App “Kumata” for K-9 students to create a digital story in regular classrooms. “My self-introduction” and “About me” by students were practiced in English classrooms in Japan. Each student can create and express a simple movie in English using “Kumata” in a short time.

T101-Strategies and Tools Used for Learner-Centered Instruction
Presenter(s): Yunjo An, University of North Texas
Contributor(s): Diana Mindrila, University of West Georgia
Researchers have noted that learner-centered teaching philosophy does not necessarily lead to learner-centered practice. In order to better understand K-12 teachers’ learner-centered practices, this study aims to examine what strategies and
tools teachers are currently using to create learner-centered classrooms. This study also examines the barriers to using technology to support learner-centered instruction and teachers’ professional development needs.

T102-The Effect of Digital Badges on the Improvement of College Students’ Self-Regulated Learning Skills in a Study Skill Course

Presenter(s): Daeyeoul Lee, Purdue University
Contributor(s): Sunnie Watson, William Watson, Purdue University

This study examined the effect of digital badges on the improvement of college students’ self-regulated learning skills in a study skill course. Digital badges were developed and implemented in a study skill course. The result of analysis of covariance showed that there was no statistically significant difference in self-regulated learning scores between students who used digital badges and those who did not. Students’ perceptions of using digital badges varied.

T103-What Makes Teachers Use Emerging Technology?

Presenter(s): Won Sug Shin, Incheon National University
Contributor(s): Yujung Ko, Korea University; Insook Han, Temple University

The purpose of the study was to identify factors affecting teachers’ technology use. Among many recognized in the Horizon Report, we selected online learning, robotics and AR/VR and examined how teacher characteristics, school factors, PD and TPACK affect teachers’ perceived level of using them. The result from a survey with 186 elementary teachers indicated PD is the most influential factor across three technologies and found different effects of factors on teachers’ TPACK depending on technology.

T104-Exposure of Impact of Virtual Reality on Concept Map Learning

Presenter(s): Yu wang, Pennsylvania State University

This paper investigates the impact of virtual reality on concept map learning. A STEM concept will be used as topic. Two groups of students will participate. The same lecture will be given to both groups. Then, one group is required to draw concept in a paper; while another group is asked to make concept map in the virtual reality environment. A post-test will be given to evaluate the impact of virtual reality on concept mapping.

T105-Teaching Academy for Distance Learning: A Ten-Year Journey of Professional Learning

Presenter(s): Brichaya Shah, Southern Polytechnic State University
Contributor(s): Zhigang Li, Kennesaw State University

Teaching Academy for Distance Learning is an award-winning comprehensive faculty development program that encompasses the design, development, and delivery of an online course. It offers the perfect balance that helps faculty bridging the gap between technology and pedagogy. In this session, the presenters share their experience in developing and delivering the program over the past ten years. The history, evolution, along with best practices and lessons learned will also be shared with the audience.

T106-The Spirit of The Times: Virtuality Culture and Technology-Mediated Human Presence

Presenter(s): Camille Dempsey, D.Ed., Edinboro University

Contemporary society is just beginning a shift towards a culture of virtuality that cannot be explained by other historical periods. This is the spirit of the times, as technology mediates new possibilities for connecting and communicating with others. This session explains how the Theory of Virtuality Culture provides a framework to consider the possibilities for exploring, communicating and interacting through technologies.

T107-The Impact of Guided Inquiry Collaborative Learning on Students’ Learning in Secure Coding

Presenter(s): Chang Phuong, University of Tennessee at Chattanooga
Contributor(s): Wu He, Li Xu, Yuming He, Old Dominion University; Xin Tian, Kennesaw State University; Xiaohong Yuan, North Carolina Agricultural & Technical State University; Li Yang, Jennifer Ellis, University of Tennessee at Chattanooga; Xin Tian, Kennesaw State University

This poster presents our experience and key research results in using guided inquiry collaborative learning in Information Technology (IT) courses to teach students about the basics of secure coding. Many computer security vulnerabilities and
threats can be attributed to software vulnerabilities. There is a strong need to help students understand the importance of secure coding in programming and develop skills of secure coding to be applied inside and outside of the classroom.

[NR] Using Mind Mapping to Promote Critical Thinking
Contributor(s): Yan Yu, Tianjin Normal University; 晴 郝, 天津师范大学; 唯瑾 崔, 天津师范大学
Mind mapping can inspire and record learning inspiration. It assists teachers to construct a learning environment to promote critical thinking. This proposal offers a method of using the elements of mind mapping to create a learning environment that promotes critical thinking. The presentation will share with audience a theoretical course developed for freshmen using mind mapping and its results of two semesters which indicates the feasibility and effectiveness in promoting critical thinking for students.

[NR] Using Social Media to support informal learning in museums
Contributor(s): Pei-Wei Lee, PSU
This comparative study examines Facebook as a social tool to be approached between museum professionals and online users. Therefore, the findings of Facebook practices in different countries are compared to inform museum practitioners, educators and researchers of the changing needs. In the new era of advanced technology, learning becomes incredibly necessary for adults throughout their lifetime. Moreover, the significance and expected outcomes of this study propose that museums should appropriately embrace the social media strategy to engage their visitors in social interaction social learning. It is claimed that the necessity and practicality of this study needs to be realized.

[NR] Learning by Means of Holograms
Contributor(s): Scott W. Mavers, University of North Texas
The findings of a literature review on holograms establish six points. First, students have the advantage of seeing a component in three dimensions. Second, a hologram can be projected in a complete 360-degree holographic display. Third, a hologram adds depth and a sense of reality to enhance learning. Fourth, models in actual scale are beneficial to learning. Fifth, holography has the capability to reproduce reality. Sixth, holographic technology offers an additional mode for teaching.

[NR] Improving Medical Student Auscultatory Skills Using Multimedia Modules Including Magnetic Resonance Cardiography and Bluetooth Stethoscopes
Contributor(s): Timothy R Heath, UTRGV SOM
Historically, medical student acquisition and retention of auscultatory skills has been poor. Several interventions have been tried including maniquin simulation, audio recordings, and online tutorials without significant lasting benefit. This project will use multimedia to relate heart sounds to cardiac images with Bluetooth Stethoscope recorded audio combined with real time Magnetic Resonance Cardiography. The immersive experience will promote knowledge retention by stimulating multisensory learning.

[NR] Reflection on the AECT2018 Early Career Symposium
Contributor(s): Sheng-Lun Cheng, The Ohio State University
The reflection intends to describe the experience I had during the Early Career Symposium and how the Symposium helped me build up my professional identity as a researcher in educational technology. In this paper, four aspects of my experience are highlighted: knowing the local culture of your institution, strategies for writing grant, time management skills, and marketing yourself.

[NR] Creation of an Innovation Working Group to Address Creating a Culture of Innovation in UKCES
Contributor(s): Danielle N Barrett, Morehead State University
This poster session will focus on the need, process, and implementation for creating an innovation working group to address creating a culture of innovation within University of Kentucky Cooperative Extension Service. The poster
will outline the process of establishing this working group, the training process through eXtension Foundation Impact Collaborative, and the on-going implementation efforts. Organizations looking to utilize technology and promote innovation within their structure would benefit from this session.

[NR]UDL Online: Making Students Expert Learners
Contributor(s): Elizabeth Ann Lind, Student at Florida Gulf Coast University
The purpose of this poster is to show how Universal Design for Learning principals have been integrated into potential online course using Canvas Learning Management Systems as the delivery platform. The purpose of this action research project is to create a course that eliminates learning barriers and aims to develop students into expert learners. The following text was used as research/guidance: UDL in the Cloud! How to Design and Deliver Online Education Using Universal Design for Learning By Katie Novak, By Tom Thibodeau

131. STC Book Club Kickoff Meeting
6:00 pm to 7:00 pm
Convention Center - Ballroom F
Chair: Samantha Blevins, Radford University
Join us this fall at the convention for an in person kickoff meeting for our bi-weekly book club discussion! We will be reading ‘The Culture Code: The Secrets of Highly Successful Groups’ by Daniel Coyle. More information about the book (including purchasing information) can be found at https://tinyurl.com/STCbookclubF19. Meetings and readings this fall will occur as follows: Meeting 1 (in person at convention and through Zoom URL: https://radford.zoom.us/j/684562216) -- Chapters 1-5 Meeting 2 (Zoom URL: https://radford.zoom.us/j/141152195) -- November 7, 3:00-4:00 pm EST -- Chapters 6-9 Meeting 3 (Join URL: https://radford.zoom.us/j/637885559) -- November 21, 3:00-4:00 pm EST --Chapters 10-13 Meeting 4 (Join URL: https://radford.zoom.us/j/205995954) -- December 5, 3:00-4:00 pm EST -- Chapters 14-17 Want to sign up for communications ahead of the convention? You can! Register here: https://forms.gle/gyC2s7Giq3DZAwGs8

132. TED-Game Night
6:00 pm to 8:00 pm
Convention Center - Ballroom G
Enjoy a little fun and friendly competition with your fellow attendees, along with small discussions on the relationship between playing games and learning. We will have multiple games in a variety of formats (board, card, etc.). Play a familiar game or learn about a regional or international favorite. Discussions will be interspersed throughout the event.

133. President’s Reception for International Affiliates (by invitation only)
8:30 pm to 9:30 pm
Convention Center - Ballroom D
134. AECT Quiet Room-Wednesday  
5:00 am to 7:30 pm  
Convention Center - Conference Rm 6

135. Intern Meeting - 2 Wednesday  
7:00 am to 7:30 am  
Convention Center - Conference Rm 3  
Chair: Megan Conners Murtaugh, Independent Consultant

136. Morehead State Doctoral Seminar - 2 Wednesday  
7:00 am to 7:30 am  
Convention Center - Conference Rm 11  
Chair: Chris Miller, Morehead State University

137. AECT Breakfast with Champions (pre-registration required)  
7:30 am to 8:50 am  
Convention Center - Paradise North  
Chairs: Ana Donaldson, University of Northern Iowa - Retired  
Michael M Grant, University of South Carolina  
John Curry, Idaho State University  
Presenters: Trey Martindale, Mississippi State University  
Robert Maribe Branch, University of Georgia  
M.David Merrill, Retired Utah State University  
Thomas C. Reeves, The University of Georgia  
Robert Reiser, Florida State University  
Ellen Wagner, Hobsons - Vice President of Research  
Jonathan M Spector, Department of Learning Technologies  
David Wiley, Brigham Young University  
Tonya Amankwatia, North Carolina A&T State University  
Mimi Miyounk Lee, University of Houston  
Alison Carr-Chellman, University of Idaho  
Rose Marra, University of Missouri  
Marcus Childress, Baker University  
Tonia A. Dousay, University of Idaho  
Xun Ge, University of Oklahoma  
Krista Glazewski, Indiana University  
Charles Hodges, Georgia Southern University  
Brad Hokanson, University of Minnesota  
Joan Hughes, Department of Curriculum and Instruction, College of Education, UT-Austin  
Christine K. Sorensen Irvine, University of Hawaii at Manoa  
Tristan Johnson, Northeastern University  
Lin Lin, University on North Texas  
Min Liu, Univ. of Texas at Austin  
Barbara Lockee, Virginia Tech  
Florence Martin, University of North Carolina Charlotte  
Joi Moore, University of Missouri  
Jennifer Richardson, Purdue University  
Wilhelmina Saveny, Arizona State University  
George Veletsianos, Royal Roads University  
Patricia Young, Uni. of Maryland Baltimore Co.  
Marshall G. Jones, Winthrop University

138. 21-Wa Introduction to Open Education  
9:00 am to 11:50 am  
Convention Center - Ballroom D  
Presenter(s): David Wiley, Brigham Young University;  
John Hilton, Brigham Young University  
(Note: Pre-registration required) This workshop will provide attendees with hands-on experience: - Locating and verifying Open Educational Resources (OER), - Working with Creative Commons licenses, - Using OER-enabled pedagogy to design renewable assignments, and - Designing the learning analytics instrumentation necessary to support continuous improvement of OER. This workshop will be held in conjunction with the Open Education SIG thanks to a grant from the William and Flora Hewlett Foundation.

139. 21-Wb Accessibility Design Slam  
9:00 am to 11:50 am  
Convention Center - Ballroom E  
Presenter(s): Jennifer Maddrell, Designers for Learning;  
Yvonne Earnshaw, University of Memphis; Amy Lomellini, Molloy College; Jason K McDonald, Brigham Young University; Esther Michela, Brigham Young University  
(Note: Pre-registration required) Accessibility is a top concern for educators, yet there is a lack of attention in our field’s research base and publications. Given this gap, Reiber and Estes (2017, p. 16) argue “time has come to bring the best ideas from the instructional technology field to the design challenge of meeting all levels of accessibility.” As a response to this call, join us to design an Action Plan for your accessibility-related research or resource project.

140. 21-Wc Online Data and Open Source Tools: Analyzing Educational Internet Data Using R  
9:00 am to 3:50 pm  
Convention Center - Ballroom F  
Online Data and Open Source Tools: Analyzing
Educational Internet Data Using R
Presenter(s): Joshua Michael Rosenberg, University of Tennessee, Knoxville; K. Bret Staudt Willet, Michigan State University; Spencer P. Greenhalgh, University of Kentucky
(Note: Pre-registration required) In this workshop, we help participants to learn how to use the R statistical software to analyze Internet data that is relevant to educational research. In particular, we on learning how to get started with R, how to analyze social media data from an already-completed project and beginning one’s own analysis. This workshop promises to support participants to become more confident in their ability to engage in analyzing complex data sources collected from digital sources.

141. 21-Wd Interactive Fiction and Case Based Learning with Twine and Inklewriter
9:00 am to 11:50 am
Convention Center - Ballroom G
Presenter(s): Lucas John Jensen, Georgia Southern University
(Note: Pre-registration required) This workshop will teach attendees how to make interactive fiction and text-based adventure games, using the free, open source, HTML-based game engine Twine and the web-based tool Inklewriter. Attendees will create a rudimentary video game, a branching narrative story, a case-based learning project, and a prototype during this session. Then they will be shown how to play, share, upload, and embed their work.

142. AECT: Lessons in Leadership in the Field of Educational Technology
9:00 am to 9:50 am
Convention Center - Pavilion 11
Facilitator: Linda L. Campion, East Carolina University
Presenter(s): Anthony A. Pina, Sullivan University; Chris Miller, Morehead State University
Join in a discussion and exchange with leaders in the field of educational technology to hear their leadership stories and the lessons they learned. An edited book being published tells the stories and lessons many of our leaders in the field have experienced. The idea for this book and presentation was birthed from a previous panel on administrative leadership and inspired by the edited book Women’s Voices in the Field of Educational Technology.

143. CLT Issues in Instructor Training/Professional Development
9:00 am to 9:50 am
Convention Center - Conference Rm 10
Preservice Teachers Utilization of Technology to Support Asset-Based Teaching
Presenter(s): Krista Ruggles, Utah Valley University
This case study (Merriam, 1998) centered on describing preservice teachers’ understandings of minoritized elementary students’ assets when designing, implementing, and reflecting on assets-driven technology lessons during a field experience.

144. Committee: Definition & Terminology
9:00 am to 9:50 am
Convention Center - Executive Boardroom
Chair: Nancy B. Hastings, University of West Florida

145. D&D: Doing the Right Thing
9:00 am to 9:50 am
Convention Center - Pavilion 9
Doing the right thing: Is it accessible? Being strategic and mindful
Presenter(s): E-Lu Chen, University of Kansas; Daphne ChingYu Tseng, Idaho State University; Laura Diede, University of Kansas
Contributor(s): Szu-Yueh Justine Chien, University of Wisconsin-Madison; Yu-Ping Hsu, Western Illinois University
This panel includes professionals who are currently working at four different higher education institutions; they work as instructional designer, faculty development coordinator, director, and faculty. The panelists are going to share their individual experiences in promoting and supporting online accessibility. They will discuss the challenges they have faced in the process of promoting accessible online course design based on their roles. The panel hopes to elevate awareness in designing accessible course materials among the attendees.

146. DDL: Immersing Students in Learning
9:00 am to 9:50 am
Convention Center - Pavilion 10
A Design of Student-Led Discussion Enhanced by Peer Assessment
Presenter(s): Robin Bowen, West Virginia University
Contributor(s): Jiangmei Yuan, West Virginia University
Lack of engagement in asynchronous online discussion is a common issue due to insufficient participation, disinterest in discussion, superficial discussion, and the influence of peer behaviors. Our presentation will share a design of student-led asynchronous online discussion enhanced by peer assessment to increase student engagement in online discussion. The features of our design include student-led discussion, peer assessment, and student autonomy. We will present the prominent features, rationale, and detailed description of each design feature.

Exploring the Relationships between Motivational Regulation and Learning Engagement in Online Courses
Presenter(s): SANGHOON PARK, University of South Florida
Contributor(s): Heoncheol Yun, Chonnam National University

This study examined how students’ academic level and eight motivational regulation strategies are related to student engagement (i.e. behavioral engagement, emotional engagement, and cognitive engagement). Ninety-five undergraduate and graduate students enrolled in online courses in four-year universities in the U.S. participated in this study. A series of hierarchical regression analyses showed that each of behavioral engagement, emotional engagement, and cognitive engagement is predicted by different motivational regulation strategies after controlling for the academic level.

147. DDL: Teaming up with Others
9:00 am to 9:50 am
Convention Center - Pavilion 6

Online Collaborative Team Member Narratives of Publication Success
Presenter(s): Rita J Hartman, Center for Educational and Instructional Technology Research (CEITR), School of Advanced Studies, University of Phoenix; Christa Ann Banton, University of Phoenix; PATRICIA AKOJIE, University of Phoenix
Contributor(s): Danielle Sixsmith, Center for Educational and Instructional Technology Research, School of Advanced Studies, University of Phoenix

Adjunct faculty might face generating renewal and inspiration for the research process. Career professionals shared their stories and reflections on being part of online collaborative research team leading to successful publication.

148. D&D: Structural Implications for Online Course Delivery
9:00 am to 9:50 am
Convention Center - Ballroom A

|NR|Facilitating cognitive presence through asynchronous discussion board in an online learning environment.
Contributor(s): Mohamad Ali Baba, Southern Illinois University Carbondale

The purpose of this study is to establish the role of instructors’ prompts in scaffolding learners’ cognitive presence in an asynchronous online learning environment. For the purpose of the research, a Community of Inquiry (CoI) framework will be used. Objective(s) of Presentation: The objective of this presentation is to share the findings of the role of cognitive presence and social presence in improving overall student’s experience in an online project leadership course. The study will focus on two main questions. 1. How does the instructor incorporate cognitive presence in an online project leadership class? 2. What types of cognitive presence do students perceive as beneficial?

Impact of Quality Matters on Course Design and Student Perception
Presenter(s): Sheri Anderson Conklin, UNC Wilmington; Beth Oyarzun, UNC Charlotte;
There is limited research on actual impact of professional development on course design in higher education settings. This exploratory case study examined online courses delivered before and after instructors took a Quality Matters workshop to determine the impact of the professional development. The types of changes made to the courses were reviewed. Student evaluations were also analyzed to determine whether improvements in the course design impacted student response to instruction (SRI) evaluations.

149. DELT: Digital Books and Textbooks
9:00 am to 9:50 am
Convention Center - Conference Rm 12
Demystifying the User Experience of K-5 students with a Digital Book Application.
Presenter(s): Dalal H Alfageh, Northern Illinois University; Fatih Demir, Northern Illinois University
The purpose of this study is to understand how elementary students acquired and utilized digital book libraries through user experience research. This involved understanding how the students use myON, a digital book application, to find information about a book and experiences when interacting with myON website. The study results identify the effectiveness, efficiency, satisfaction, struggles, and advantages of such systems. Education leaders, teachers and students would benefit from this research when choosing an appropriate application to enhance learning.

150. ETR&D Joint Editorial Board Meeting
9:00 am to 9:50 am
Convention Center - Ballroom C
Chairs: Lin Lin, University on North Texas
Tristan Johnson, Northeastern University

151. FR: Understanding the Role of Gestures
9:00 am to 9:50 am
Convention Center - Conference Rm 8
Understanding the role of gestures in collaborative problem solving through automatic video processing
Presenter(s): Wanli Xing, University of Florida
Contributor(s): Bo Pei, University of Florida
We used an advanced method of video analytics, Scale-Invariant Features Transform (SIFT), to detect and track students’ gestures in videos in which they collaborated to solve math problems. Various statistical methods were then used to investigate the relationship between gestures and different aspects of collaborative problem solving, including group performance, leadership role, and expertise. The results suggest that the SIFT method outperformed popular tracking methods in video analytics. Statistical analysis also revealed that gestures have intricate relationships with different aspects of collaborative learning.

152. GSA: Professional Development as an International Student
9:00 am to 9:50 am
Convention Center - Conference Rm 4
Presenter(s): Jennifer Richardson, Purdue University; Xiaoxue Wang, Florida Gulf Coast University; Cindy York, Northern Illinois University; Mohammad Shams Ud Duha, Purdue University; Meina Zhu, Indiana University
Contributor(s): Reni Bankole, Learner Engagement Division
International students face a lot of challenges in their professional development and networking due to lack of access to information and resources. The expert panelists will discuss the strategies to overcome the challenges through an interactive session.

153. INTL: Focusing on the Student Learning Experience Using Cross-Cultural Explorations
9:00 am to 9:50 am
Convention Center - Conference Rm 11
Introducing SPOT to Cross-cultural Class at a Japanese University: Enriching the Student Learning Experience
Presenter(s): Nicole Wang, Penn State University; Rebecca Heiser, Penn State World Campus
Contributor(s): Mina Mizumatsu, Tohoku University
This study reports an ongoing investigation of the potential of a Social Performance Optimization Tool (SPOT) to enhance social presence among domestic and international students at two hybrid classes in a Japanese University. To achieve a better understanding of student communication dynamics within each group, this case study intends to share the results of semi-structured in-depth interviews with six students as well as class observation throughout the semester, and analysis of students’ written documents.

154. KSET: Trends and Issues of Educational Technology
9:00 am to 9:50 am
Convention Center - Conference Rm 1
Trends and Issues of Educational Technology in Korea and the U.S. and the Role of KSET in Leading the Future.
Presenter(s): Yeol Huh, Emporia State University; Michael M Grant, University of South Carolina; Eunsoon Cho, Mokwon University; Donggil Song, Sam Houston State University

With the speed and scope of technological development, the field of educational technology has been not only experiencing greater innovations and new trends but facing challenges and issues as well. A panel of leading researchers and scholars from the KSET community who are based either in Korea and in the U.S. will share their perspectives on current trends and issues of educational technology as well as on how we should prepare for the future.

155. RTD: Game-based Learning B  
9:00 am to 9:50 am  
Convention Center - Ballroom B

The impact of gamification in educational settings on student learning outcomes: A meta-analysis
Presenter(s): Albert Dieter Ritzhaupt, University of Florida; Rui (Tammy) Huang, College of Education, University of Florida; Jiawen Zhu, College of Education, University of Florida; Natercia Valle, University of Florida

Gamification research in educational settings has produced mixed results on student learning outcomes. Educational researchers and practitioners both struggle with identifying when and how to use gamification concepts. This research presents findings from a meta-analysis that attempted to integrate the empirical research on gamification in education on student learning outcomes by examining the overall effect and identifying which game design elements (e.g., badges) and under what circumstances (e.g., engineering education) gamification works.

Using Digital Game-Based Learning in STEM Education: An Analysis from Instructors’ Perspective
Presenter(s): Armanto Sutedjo, Texas A&M University, College Station, TX; André Thomas, Texas A&M University; Noelle Sweany, Texas A&M University

This qualitative research on the use of digital games in a STEM course involved in-depth interviews with 10 instructors from Higher Education. The findings discovered, while the instructors believe the factors such as motivation, learning context, practice reflectivity, and learning ownership in digital games contribute to learning STEM concepts, the appropriate implementation fundamentally affects the effectiveness of game-based learning and impacts on instructors’ attitude towards integrating digital games in the classroom.

156. SICET Inspire! What They Didn’t Teach You in Graduate School  
9:00 am to 9:50 am  
Convention Center - Conference Rm 7

What They Didn’t Teach You in Graduate School: A Discussion Panel for Chinese Graduate and Visiting Students in LDT
Presenter(s): Zui Cheng, Purdue University; Miaoting Cheng, The University of Hong Kong; Hengtao Tang, University of South Carolina; Eric Stauffer, James Madison University; T. Logan Arrington, University of West Georgia

To help Chinese graduate and visiting students in the field of Learning, Design, and Technology survive and thrive in their study overseas, we propose this interactive discussion session to inspire attendees to collaboratively figure out burning questions in graduate school, explore trending topics in LDT, and create action plans for pursuing personal goals. This session sets a learning and collaboration community to support attendees to seek opportunities and deal with challenges in graduate school and early career.

157. STC Inspire! Translating Theory to Practice  
9:00 am to 9:50 am  
Convention Center - Conference Rm 14

Translating Theory to Practice: Using Systems Thinking for Professional Development
Presenter(s): Sheila E. Murphy, Sheila Murphy, LLC; Tracey Regenold, Old Dominion University

How can professional development become more deeply relevant and meaningful? Systems thinking provides a way into the foundation of building the workplace as an entity that enriches and educates. Designing professional development with a foundation in organizational systems principles enhances the designer’s understanding of how the system works and the degree to which professional development
activities and approaches can be effective. During this session, three systems thinking principles will be introduced, defined, and discussed in the broad context of designing and participating in professional development. Participants will engage in activities that guide practice in the application of systems principles.

158. TED Inspire! Introduction to Block Programming
9:00 am to 9:50 am
Convention Center - Conference Rm 9
Introduction to Block Programming with Sphero Robotics
Presenter(s): Craig Erschel Shepherd, University of Memphis; Shannon M. Smith, University of Wyoming; Alan Buss, University of Wyoming
This session introduces block-based programming using Sphero Robots. Attendees will program various challenges using block commands. They will also learn about the experiences of two university professors and a librarian as they partnered with community stakeholders to engage elementary, middle school, and preservice students in authentic programming challenges. No previous programming experience is needed. Robots will be available for programming, but attendees should come with the free “Sphero Edu” app on their smartphone.

159. TIL: Barriers and Gatekeepers to Technology Integration in Education
9:00 am to 9:50 am
Convention Center - Conference Rm 13
Barriers to Technology use in Education: A longitudinal Survey Study
Presenter(s): Gregory Francom, Northern State University
Barriers to technology use continue to make it difficult for teachers to inspire learners. This three-year longitudinal survey study shows how these barriers change over time for current teachers. Results indicate that access to technology tools and resources is increasing, yet the quality of training and technology support is declining. A decrease in teacher beliefs consistent with technology use was also found, showing that the focus on teacher beliefs in the literature is justified.

Development and Implementation of a Course to Prepare K-12 Practitioners to Broaden Access to Computing
Presenter(s): Kim C. Huett, University of West Georgia
K-12 practitioners are integral to the national movement to broaden access to computing in schools. This presentation will feature the design, development, and implementation of a professional development course (“Leading Computational Thinking in K-12 Learning”) for in-service educators to develop their capacity to lead computing initiatives in K-12 schools.

160. CLT Award Winners’ Panel
10:00 am to 10:50 am
Convention Center - Conference Rm 1
Chair: Joi Moore, University of Missouri
Discussants:
Tugce Aldemir, Pennsylvania State University
George Veletsianos, Royal Roads University
Royce Kimmons, Brigham Young University
Tonia A. Dousay, University of Idaho
Patrick Lowenthal, Boise State University
Bethany Simunich, Kent State University
Amy Marie Grincewicz, Kent State University
Ian Lubin, Independent Scholar

161. Committee: History & Archives
10:00 am to 10:50 am
Convention Center - Executive Boardroom
Chair: Heather Leary, Brigham Young University

162. D&D: Development Practice: Judgments, Applications, and Considerations
10:00 am to 10:50 am
Convention Center - Ballroom A
Design Experiment: A Case Study of SMART Implementation
Presenter(s): Crystal Bundrage; Reeny Madathany; Min Kyu Kim, Georgia State University
This study introduces the Student Mental Model Analyzer for Research and Technology (SMART) tool as a design research. It focuses on exploring the functionality of the tool in tracking learner Knowledge Structure (KS) changes and using the design approach for improvements. Participants were 21 graduate-level students enrolled in an asynchronous online course. SMART metrics, quizzes, and surveys were analyzed, as well as group discussions and interviews using open coding.

How is design judgment developed in ID students?
Presenter(s): Muruvvet Demiral Uzan, Ataturk University
This multi-case study explores eight ID students’ exercise and development of design judgment over a semester when working on design projects. Participants were
recruited from various introductory ID courses in the USA. The findings showed that all employed their design judgment in design and when making it, they used their experience. It was also found that their design judgment development varied by person and this development was slightly by the end of the course.

163. D&D Inspire! Using a Visual Design Plan Worksheet
10:00 am to 10:50 am
Convention Center - Pavilion 9

Using a Visual Design Plan Worksheet to Guide Faculty through the Instructional Design Process
Presenter(s): Merrie Winfrey, Radford University; Samantha Blevins, Radford University
We will demonstrate a visual design plan worksheet that we created for faculty members to create and reimagine courses. This design tool includes the essential elements of the instructional design process while also including considerations of inclusion and reflective practice, two points of change we see in our current campus climate. We will discuss how we designed, developed, and used this visual design plan worksheet. We ask that participants bring a course description to begin the worksheet during this session.

164. DDL: It's a Small World
10:00 am to 10:50 am
Convention Center - Pavilion 11

It's a Small World: Decreasing the Distance One Tweet, Snap, & Post at a Time
Presenter(s): Rita Fennelly-Atkinson, Austin ISD & Sam Houston State University; Kimberly N LaPrairie, Sam Houston State University; Kathleen Mansfield, Comal Independent School District & Sam Houston State University
Contributor(s): Renee Dyer, Weslaco Independent School District; Sam Houston State University; Sebastian Lopez Jr., Barbers Hill Independent School District & Sam Houston State University
Social media can be successfully harnessed for learning in higher education. Building connections and relationships between professors, students, and peers emerge as crucial components of online learning environments, which are on the rise. Learn how a professor and graduate students leveraged social media to connect, network, share learning, and build leadership that moved beyond the class objectives. Participants will connect their experiences with current research as they discuss how learning was impacted.

165. DDL: Paring Design with Practice to Facilitate Learning
10:00 am to 10:50 am
Convention Center - Pavilion 10

Promoting Online Learning with Distributed Teaching Presence: Pedagogical Interventions and Student Engagement
Contributor(s): Ye Chen, University of Alaska Southeast
This study explored the pedagogical interventions that aimed to promote student engagement when the teaching presence was distributed among students. Two interventions were implemented: providing guidance on teaching presence behaviors and asking students to label their cognitive presence. A total of 2557 discussion posts were analyzed using content analysis, social network analysis, and Bayesian analysis. The results revealed that the two interventions were effective in improving students’ cognitive, teaching, and social presences in online courses.

Punchline Pedagogy: Using Cognitive Cartoons to Enhance Online Faculty Training and IDT Courses
Presenter(s): Thomas Royce Wilson, Azusa Pacific University
Research suggests that humor enhances learning. Come laugh and think your way through a library of free cognitive cartoons created specifically for online faculty training and instructional design courses. Discover the inspirational power of cognitive humor as we explore the brain’s connection to the funny bone. From jump-starting a discussion to punctuating a lesson, learn ways that brainy humor can energize good instructional design. Receive plug-and-play resources. Experience comedy club fun without the two-drink minimum.

166. D&D: Transformative Instructional Design Approaches
10:00 am to 10:50 am
Convention Center - Pavilion 6

Magis Instructional Design Model for Transformative Teaching
Presenter(s): Sandra Rogers, Spring Hill College
The Magis Instructional Design Model endeavors to transform teaching online through the lens of critical pedagogy to place the human in a real-world context as much as possible through learning experiences and reflection. The goal being transformative learning experiences instead of transmissive ones that use the antiquated banking model of education. The model includes instructional strategies from the cognitive and affective domains. The Author asks for input and feedback on this model.
Significant, Backwards, and Systematic: An Integrated Approach to Course Design
Presenter(s): Laura Lohman, Queens University of Charlotte
The Queens Course Design Institute (QCDI) is an innovative course design program for faculty teaching face-to-face, hybrid, and online courses at Queens University of Charlotte. QCDI synthesizes the design approaches of Fink, Wiggins and McTighe, and Dick and Carey and uses project management, andragogy, social learning, and Bersin's notion of “learning in the flow of work” to create innovative, inspiring workplace learning consistent with the 70-20-10 model of learning and development.

167. DELT-Membership Meeting
10:00 am to 10:50 am
Convention Center - Conference Rm 12

168. ETR&D Award Presentation
10:00 am to 10:50 am
Convention Center - Ballroom C
Chairs: Lin Lin, University on North Texas
Tristan Johnson, Northeastern University

ETR&D Distinguished Development Award 2018
Presenters: Dr. Jan Elen

AECT-ETR&D Young Scholar Award 2019
Presenters: Mr. Russ Palmer and Dr. Ikseon Choi, University of Georgia
Title: Constructing Problems in Context: A Synthesized Model of Dialectical Problem-Framing

10:00 am to 10:50 am
Convention Center - Conference Rm 8

Analyzing Policies Related to the Implementation of Openness in Higher Education: Enabler, Barrier, Neutral, or None
Presenter(s): Fredrick W. Baker III, University of West Florida
Contributor(s): Daniel Surry, University of South Alabama

In the last twenty years, openness has had tremendous influence on higher education; however, the nature and extent of this impact has not been sufficiently studied. This presentation shares results from a mixed methods content analysis examining policy documents of research intensive higher education institutions for policies related to the implementation of openness.

Policy statements were analyzed, evaluated for their role as enabler, barrier, or neutral, and idealized policy statements were generated, along with recommendations for addressing openness.

170. GSA: The AECT Intern Program
10:00 am to 10:50 am
Convention Center - Conference Rm 4
Facilitator: Kathy Essmiller, Oklahoma State University
Presenters:
Megan Conners Murtaugh, Independent Consultant
Jessica Resig, The Pennsylvania State University
Rick West, Brigham Young University
Stephanie L. Moore, University of Virginia

You see them running around the conference, helping people find their ways, making introductions, participating in special activities. Here is your opportunity to find out more. Meet members who have served as interns at the AECT convention. Find out how to earn the internship as well as the benefits and expectations of being an intern.

171. INTL: Simulations: Designing for Learning and Engagement
10:00 am to 10:50 am
Convention Center - Conference Rm 11

Using a Simulated World to Engage Students in Social Studies
Presenter(s): Daniel L Hoffman, Kamehameha Schools; Seungoh Paek, University of Hawaii at Manoa

Despite increased calls for civic competence, today’s youth often feel social studies is irrelevant. For this reason, this study examined how a simulation of political and economic development would influence the learning of important social studies concepts.

To this end, thirty-six students (n = 36) played a simulation over eight sessions. Analysis of concept maps found the simulation led to significant increases in participants’ understanding of the features and actions of successful countries.

Designing Culturally-responsive Virtual Classroom Simulation through Collaborative Studio Experiences
Presenter(s): SANGHOON PARK, University of South Florida
Contributor(s): Jeeheon Ryu, College of Education, Chonnam National University Gwangju, South Korea

The purpose of this qualitative descriptive case study is to describe the case of a collaborative simulation
172. KSET: Designing Instruction with Innovative Strategies
10:00 am to 10:50 am
Convention Center - Conference Rm 10

Developing a Master Teacher Training Program in South Korea: Focused on Lesson Design and Implementation Strategies
Presenter(s): Eunsoon Cho, Mokwon University
Contributor(s): Seong Geun Bae, Daegu Educational Office
This study aimed to search effective strategic factors in a teacher training program for master teachers which focused on designing a future students’ competency-based lesson. For this end, this study analyzed lesson design strategies and factors affecting the competency centered lesson implementation with one hundred twenty master teachers in South Korea. As results, the study found that the action learning strategy for modeling master teachers’ competency based lesson was effective in guiding and consulting general teachers. Further discussions and suggestions are provided.

Participatory Design of Student-Centered Learning with Digital Textbooks
Presenter(s): Young Hoan Cho, Seoul National University; HyunKyung Lee, Seoul National University; Ying Zhou, Seoul National University; Gyu Tae Jo, Seoul National University; Sejin Park, Seoul National University; Yunha Mo, Seoul National University
Digital textbooks can be effectively used for school innovation, but they may not change how students learn if teachers lack expertise in designing lessons with the new technology. This study investigated how participatory design helped teachers to change their classroom practices with digital textbooks. Novice teachers collaborated with educational researchers, experienced teachers, and technology experts in order to design student-centered learning with digital textbooks, considering student responses.

173. RTD: Research in Instructional Design
10:00 am to 10:50 am
Convention Center - Ballroom B

Systematic Literature Review of Instructional Design Studies using Mixed Research Methods
Presenter(s): Zahira Merchant, San Francisco State University; Ayesha Sadaf, University of North Carolina Charlotte; Larisa Olesova, George Mason University
Contributor(s): Tong Wu, UNCC
More research than ever before is conducted using the mixed method approach. We did a systematic review, using the Google search engine to find studies using the MMR approach in the field of instructional design. We found 72 studies, of which 54 were selected for the review. We found that more than half of the studies, either did not report any research questions, or had research questions framed in a way that is inconsistent with the practice of the MMR field, or had missing information about how the mixed method research was designed and conducted.

Evolving empathy of instructional design students participating in an empathic design process
Presenter(s): Monica Tracey, Wayne State University
Contributor(s): John Baaki, Old Dominion University
Empathy is the ability to understand and share the feelings of another. Empathic design increases the likelihood that the services or product designed meets the user’s needs. We report on a qualitative study that explored how empathy evolved in instructional design students engaged in an empathic design process, and how students demonstrated empathy for adult learners with literacy-related knowledge skill gaps. Students worked in teams to reconstruct personas used in a nonprofit’s professional development programs.

174. SICET: ICT in China
10:00 am to 10:50 am
Convention Center - Conference Rm 7

Confucian Heritage Culture and Gendered ICT use in Chinese Families
Presenter(s): Miaoting Cheng, University of Hong Kong
Contributor(s): Allan Hoi-kau Yuen, The University of Hong Kong
Chinese societies is strongly influenced by Confucian heritage culture (CHC). Drawn from CHC, this study investigates how CHC influences gendered ICT use through a case study of Chinese families. The findings show that traditional gender stereotype permeates in parenting practices and family relationships in Chinese
families, and gendered ICT use was distinct among peers. Though fathers possess greater ICT competence, they are not actively engaged in their children’s ICT education. Implications of findings are discussed.

**Impact of information technology (IT) integration project on high school teachers’ IT usage behavior and their attitudes toward online teaching: Case study from a Chinese Key school**  
**Presenter(s): Yan LI, Zhejiang University**  
**Contributor(s): Jiajia Yao, Zhejiang University**  

This study aimed to examine the impact of a 2-year IT integration project on high school teachers’ IT usage behavior and attitudes toward online teaching. Teachers (N=238) from a Chinese school were selected as target population. Pre- and post-survey was utilized to collect data. Results showed that the project can significantly improve teachers’ IT usage behavior and attitudes toward online teaching. Gender had no significant impact on teachers’ IT usage behavior and attitude toward online teaching.

**175. STC: Assessing Adoption of Change**  
**10:00 am to 10:50 am**  
**Convention Center - Conference Rm 14**  

**Visualizing System Change in Online Learning Courses**  
**Presenter(s): Hoyet Hemphill, Western Illinois University**  
**Contributor(s): Leaunda Hemphill, Western Illinois University; Roger Runquist, Western Illinois University**  

This presentation will introduce a visualization tool for assessing system-wide diffusion of instructional strategies over multiple time-based measurements in an online educational system for delivery and management of online courses. The visual animation technique will allow system influencers to determine the change in quantity and degree of implementation for diffusion of an instructional innovation and phasing out of older strategies. The impact of strategies for using professional learning and inspiring early adopters will be discussed.

**176. TED: Leveraging Distance Education for Preservice Teacher Education**  
**10:00 am to 10:50 am**  
**Convention Center - Conference Rm 9**  

**Reacting to HOT Instruction: Faculty and Student Perceptions of a Blended Synchronous Teacher Preparation Program**  

**Presenter(s): Ariana Eichelberger, University of Hawaii at Manoa**  
**Contributor(s): Paul McKimmy, University of Hawaii, Manoa**  

Planning and implementation of a redesigned teacher preparation program presented challenges in accommodating students from multiple Hawaiian islands. Utilizing new instructional strategies, technology tools and a blended synchronous delivery mode; face-to-face and distance cohorts were combined in Spring 2018. Feedback from students and faculty was gathered via survey and results will be shared.

**Facilitating Global Learning through Virtual Collaboration Instructional Design Experiences**  
**Presenter(s): Xiaojun Chen, St. John’s University**  
**Contributor(s): Jing Leng, East China Normal University**  

In this instructional practice presentation, the author will present a case of teacher candidates working in virtual teams towards instructional design projects. Virtual teams of students from one US university were combined with students from a university outside of the US to collaborate and create learning solutions to various instructional design cases. The presenters will share the design of the projects; instructional tools used in this project, as well as demonstrate the learning activities designed by teacher candidates through virtual collaboration. The learning outcomes from teacher candidates who participated in this project will be shared with attendees. Strategies to facilitate international virtual team projects will also be shared by the presenter who designed, developed and implemented this project.

**177. TIL: Engaging Students through Digital Literacy**  
**10:00 am to 10:50 am**  
**Convention Center - Conference Rm 13**  

**[NR]Finding The Sweet Spot: Engaging Learners Through Digital Storytelling, Photo Essay and Blogging**  
**Contributor(s): Albert Akyeampong, Ohio Northern University**  

This research will report on students and a faculty experiences in the use of digital storytelling, blogging and photo essay in engaging students to support meaningful learning. Today’s students must be prepared to succeed in a constantly changing technological landscape. Teachers are constantly looking for ways to integrate technology in the
teaching. Digital storytelling, blogging and photo essay are technologies that have been used in education in recent years as means of enhancing teaching and supporting meaningful learning.

**Increasing Children’s Media Literacy in a Digital Media Camp Experience**
Presenter(s): Gregory Francom, Northern State University

Media literacy is important for a modern functioning democracy. The Digital Media Camp described in this study is a three-day educational experience designed to enhance media literacy by involving children in the media production process. Participants' Media literacy changes were measured during the camp. Data show that a media literacy-focused educational experience can have a significant positive effect on children’s media literacy, and that even elementary-age children can benefit from media literacy instruction.

178. AECT: Reminiscing & Forecasting: Considering the Impact of Technology on Teaching, Learning & Instruction
11:00 am to 11:50 am
Convention Center - Pavilion 9
Presenter(s): Jonathan M Spector, Department of Learning Technologies
Contributor(s): M.David Merrill, Retired Utah State University; Richard Clark, University of Southern California; Wilhelmina Savenye, Arizona State University

This panel of experts with well over 100 years of combined experience will consider technology’s impact on teaching, learning, and instruction while forecasting where we should go from here.

179. CLT-Membership Meeting
11:00 am to 11:50 am
Convention Center - Conference Rm 1

180. D&D: Application of Design Strategies to MOOCs
11:00 am to 11:50 am
Convention Center - Pavilion 6
Presenter(s): Albert Dieter Ritzhaupt, University of Florida

Contributor(s): Max Sommer, University of Florida; Keith Muller, University of Florida; Deborah Glueck, University of Colorado

This research is a design and development case about the transformation of a workshop into a Massive Open Online Course (MOOC) guided by a blend of instructional design frameworks at the macro-level (e.g., course) and micro-level (e.g., video). The MOOC topic was on power and sample size analysis for multilevel and longitudinal research designs. We describe the processes we followed to create the MOOC, results from one-on-one formative evaluation, and lessons learned from the case.

181. D&D: Deploying Hybrid Educational Programs
11:00 am to 11:50 am
Convention Center - Ballroom A

Challenges and Solutions to Designing, Developing, and Deploying a Dual Modality Online Masters of Science in Instructional Design and Technology Program
Presenter(s): Chris Sorensen, Ashford University
Contributor(s): Lisa Johnson, Ashford University

The presentation is structured around 5 questions centered on challenges faced by an online institution developing a competency-based education alternative for master’s degree completion. Challenges include competency development, program structure, assessment design, faculty models, and marketing of alternative and traditional degree program formats.

Designing for Student-Directed Hybrid Learning Environments: Guidance from Six Universities
Presenter(s): Brian Beatty, San Francisco State University
This presentation reviews the instructional design guidance gathered from six universities who have implemented hybrid-flexible course designs to support student-directed learning environments. These universities participated in the development of a new open text which provides design guidance, case reports, and impact analysis from faculty and instructional designers who have been supporting student learning for many years. The presentation includes the perspectives of faculty, students, administrators and instructional design support staff, and closes with a call for future participation for those willing to tell their own story in additional case reports.

182. DDL: Showcasing Student Work
11:00 am to 11:50 am
Convention Center - Pavilion 10

Four-Phased Approach to Designing a Portfolio Across an Online MSID Program
Presenter(s): Barbara Miller Hall, Northcentral University; Miranda Regnitz, Northcentral University; Erika Prager, Northcentral University

Portfolios have become almost a necessity for instructional designers who wish to advance their careers. Yet, pulling together an effective portfolio can be stressful in terms of identifying and using portfolio platforms as well as selecting artifacts. Furthermore, many programs tack a portfolio requirement onto the end of an academic program with little student preparation. Join us to explore a four-phased approach to integrating the design of a digital portfolio across an online MSID program.

183. D&D: Multimedia Considerations to Enhance Learning Outcomes
11:00 am to 11:50 am
Convention Center - Ballroom C

Visual Design Principles in Multimedia Learning
Presenter(s): renata kuba kamikabeya, Florida State University
Contributor(s): Allan Jeong, Florida State University

A content analysis of 25 empirical studies in visual literacy published from 1998-2019 revealed a total of 11 empirically tested visual design principles and the extent to which each principle improves learning and affective outcomes. The design principles resulting from this literature review provides instructional designers with a better understanding of what and to what extent visual changes in instructional multimedia materials can increase student learning and engagement and researchers with directions for future research.

Instructional Design from Knowledge Dissemination to Deep Learning: A Practice Beyond Principles of Multimedia Learning
Presenter(s): Kuang-Chen Hsu, University of Notre Dame
Contributor(s): Crystal DeJaegher, University of Notre Dame; Yu-Ping Hsu, Western Illinois University

This proposal discusses the theory-practice balance in instructional design. An effective course derives from a mix of complex, flexible, and dynamic design process. Design inspired or shaped by principles of multimedia learning may not support pedagogical needs. We anticipate sharing our experiences and lessons learned to the audience. Beyond content dissemination, we strive to demonstrate how other benefits of multimedia can improve deep learning and assist in the design of an effective online course.

184. DELT: Empowering Students
11:00 am to 11:50 am
Convention Center - Conference Rm 12

[NR]Providing Educational Accessibility for Paralyzed Students by Eye-Tracking Technology
Contributor(s): Mehmet DONMEZ, Computer Education and Instructional Technology, Middle East Technical University; Kursat CAGILTAY, Middle East Technical University

This study investigates the effectiveness of a system developed and implemented to give access for paralyzed students to maintain their education. It is based on eye-tracking technology, a computer system which is only used by eye movements of students. It provides education opportunity for paralyzed students by enabling them to use all functions of a computer with the eye movements by using a system including an eye tracker device, a laptop and a software.

Lessons in Combining Discrete and Continuous Assessment Data: Activity Trackers, Standardized Tests and Test Anxiety
Presenter(s): Daniel L Hoffman, University of Hawaii at Manoa; Seungoh Paek, University of Hawaii at Manoa
Contributor(s): Mark Santolucito, World Scholars LLC; Maria Hwang, Fashion Institute of Technology

Using a case study methodology, this presentation explores the challenges of using wearables to capture heart rate data while students take standardized tests. The short-term goal is to gain insight into learners’ assessment experience. A longer-term goal is to
investigate how such datasets might be leveraged to make digital learning environments more adaptable and personalized. To this end, researchers worked with twenty-three students (N = 23) to collect over 10,500 heart rate readings linked temporally to 3,240 practice-test responses. Researchers will showcase some of the theoretical and practical aspects of combining and visualizing discrete and continuous assessment data.

185. eLearning: An International Collaborative Exploration of Higher-Educational Technology Usage in Africa
11:00 am to 11:50 am
Convention Center - Conference Rm 14
Presenter(s): Hannah M Grossman, UCLA; Nicola Pallitt, e/merge Africa, Rhodes University
Contributor(s): Alice Barlow-Zambodla, e/merge Africa
As a group of international researchers interested in the role of educational technology in higher education in Africa, we decided to collaborate in action research about educational technology usage in Africa to strengthen our understandings of the systems that influence and enable educational technology usage across the continent. This research contributes to a better understanding of how to support marginalized and underrepresented learners using technology, while also developing research skills in emergent scholars.

186. GSA: Narrowing Down Your Research Interests and Being Productive
11:00 am to 11:50 am
Convention Center - Conference Rm 4
Presenter(s): Rob Moore, Old Dominion University; Enilda Romero-Hall, The University of Tampa; Alison Carr-Chellman, University of Idaho; Pauline Salim Muljana, Old Dominion University; Sarinporn Chaivisit, Oklahoma State University
Contributor(s): Tian Luo, Old Dominion University
All graduate students go through the process of narrowing down their research ideas for their dissertation. This is no easy feat, and can always present challenges. We invite you to come hear from four panelists, who have successfully navigated this process, as they will discuss their experiences and offer advice on how to become a productive graduate student.

187. ICEM Research Topics
11:00 am to 11:50 am
Convention Center - Pavilion 11
Research in Social Network Analysis, Learning Analytics, Educational Text Minding, Data-Driven Instructions, & Adaptive Learning & Blockchain
Presenter(s): Chih Hsiung Tu, Northern Arizona University; Hsin-Te Yeh, Metropolitan State University of Denver; Marina S. McIsaac, Arizona State University; Benning Tieke, Northern Arizona University; Hoda Harati, Northern Arizona University
Contributor(s): Robert Doyle, Harvard University; Cheng Chang (Sam) Pan, Nova Southeastern University; Szu-Yueh Justine Chien, University of Wisconsin-Madison; Arslan Okan, Texas Tech University; McKoo Staples, Brigham Young University
Research in Social Network Analysis, Learning Analytics, Educational Text Minding, Data-Driven Instructions, Adaptive Learning & Blockchain has emerging in recent educational technology area. Presenters in this session share their ideas, perceptions, applications, practices, and research in these topics. This session will shed light on the past, current, and future research in Social Network Analysis, Learning Analytics, Educational Text Minding, Data-Driven Instructions, Adaptive Learning & Blockchain. After the presentations, three to four commentators provide their insights to ponder these emerging topics.

188. INTL: Pre-Service Teacher Education in Taiwan
11:00 am to 11:50 am
Convention Center - Conference Rm 11
Exploring Pre-service Teachers’ Attitude Differentiation on HOC as A Way of Teaching and Learning Coding Skills
Presenter(s): Chun-Min (Arthur) Wang, National Tsing Hua University
Contributor(s): Che-Yu Kuo, National Tsing Hua University
The study incorporated the Hour of Code (HOC) activity into a course to analyze pre-service teachers’ attitude change about coding by using the Technology Acceptance Model (TAM). In addition to the two crucial TAM beliefs and students’ growth need, the study also examined their reflection essays about a followed-up coding project using Scratch. The results indicate HOC is a good platform, but some design principles should be applied to motivate students to code more smoothly.

The Research on the Learning Effects of Using Web-Based IRS in Taiwanese Pre-Service Teacher Education
Presenter(s): Hsin-Tzu (Tommy) Chen, Chinese Culture University
The purpose of this research focuses on the learning and teaching effectiveness by using web-based instant response system in courses for pre-service teachers. This study presents outcomes of research that examined students’ experience using an instant response system, ZUVIO, in a couples of pre-service teacher courses at a university in northern Taiwan. We conducted semi-structured interviews with students to learn about the extent to which ZUVIO influence classroom dynamics, instruction quality and students’ learning process and performance.

189. KSET-Luncheon (pre-registration required)
11:00 am to 11:50 am
Convention Center - Pavilion 4

190. OTP Inspire! Be Inspired
11:00 am to 11:50 am
Convention Center - Conference Rm 13
Be Inspired: Constructed Mentorships for Aspiring Distance Learning Administrators
Presenter(s): Tonya Amankwah, North Carolina A&T State University
Mentoring experiences vary: from formal professional development programs for underserved groups to informal, self-directed arrangements. The presenter offers the professional benefits of constructed mentorship, having made affirming and strategic choices to learn from a variety of sources. This session helps attendees assess their strengths, formulate leadership goals, identify potential mentors, role play mentorship conversations, and outline a constructed mentorship plan to aid e-learning career advancement.

191. RTD: Learning and Performance Support C
11:00 am to 11:50 am
Convention Center - Ballroom B
The I-LEARN Model: What the Research Says
Presenter(s): Delia Neuman, Drexel University
Contributor(s): Allen Grant, Drexel University; Stacey Greenwell, University of Kentucky; Vera Lee, Drexel University; M. J. Tecce DeCarlo, Drexel University
I-LEARN debuted at an AECT conference over ten years ago as a model based on theories from instructional systems design and information science. Since then, studies conducted at five sites and by five researchers have validated its effectiveness in early-childhood, elementary-school, middle-school, high-school, and university settings. This presentation will provide an overview of the model and the research along with examples of its use to demonstrate I-LEARN’s value across the educational spectrum.

The Inclusion Classroom: Implementing the Olweus Bullying Prevention Program© to Improve the Classroom Environment
Presenter(s): Erika Lea Patterson, University of South Carolina
Research on the Olweus Bullying Prevention Program© in an inclusion classroom to determine its effectiveness at improving the classroom environment consisted of a concurrent mixed methods study that addressed behaviors before and after the intervention in the classroom. Students in the study received an intervention consisting of behavioral instruction that addressed bullying prevention and positive interaction strategies that were recorded for emerging themes.

192. SICET: Learner Competence for Digital Natives
11:00 am to 11:50 am
Convention Center - Conference Rm 7
[NR]Development of collaboration competency in CSCL context
Contributor(s): Chunli Wang, East China Normal University; Haifeng Xing, Henan Institute of Technology; Xiaoqing Gu, ECNU
This study firstly clarifies the measurement issue, that is, underpinning framework and suitable tools for measuring collaboration competency, and then proposes “learning to collaborate by collaborating”, a framework for developing collaboration competency with scaffolding from teacher and technology. Potential contribution for future study and pedagogy implementation is discussed.

Digital Natives as Preservice Teachers: What Technology Do They Use and How
Presenter(s): Lili Zhang, Syracuse University; Jiaming Cheng, Syracuse University
Contributor(s): Jing Lei, Syracuse University; Qiu Wang, Syracuse University; Tianxiao Yang, Syracuse University
Based on survey data collected from 48 college students enrolled in teacher education programs, this study focused on “digital natives” as preservice teachers to examine their beliefs, attitudes, and technology experiences and expertise, identify the strengths and weaknesses in their technology knowledge and skills, and explore what technology preparation was needed to prepare them to integrate technology in their future classrooms.
11:00 am to 11:50 am  
Convention Center - Conference Rm 10  
Presenter: Eugene Kowch, Univ. of Calgary - Faculty of Ed  
Easier access to the latest education systems thinking and systems theory is here! Whether you are a new or seasoned scholar or leader, change and systems theory can be rather inaccessible – but we are changing that with a new book just published. This session, facilitated by the book Editor (Dr. Eugene Kowch) will explore and discuss the newest system thinking theory and applications with authors of the 15 Chapters in our new Springer Major Reference Work “Systems Thinking and Change”, a new volume in AECT’s Learning, Design and Technology Compendium. By thinking about systems as ecosystems with you in this interactive session we will discuss research and means to enhance your research, design and leadership in education ecosystems with top researchers in the field.

194. Tech Trends Editorial Board  
11:00 am to 11:50 am  
Convention Center - Executive Boardroom  
Chair: Charles Hodges, Georgia Southern University

195. TED: Design Considerations for STEM-Based Professional Development  
11:00 am to 11:50 am  
Convention Center - Conference Rm 8  
The Pursuit of STEM Education: 5 Considerations for Design and Implementation.  
Presenter(s): Demetrius Rice, Florida State University; James Klein, Florida State University; Ginny L. Smith, The Florida State University  
This session will address five main considerations to make when designing and implementing STEM education. These considerations are framed within the principles of the Constructivist Design Theory and emphasize a ‘teacher-as-designer’ role where teachers are responsible for creating STEM Design Challenges.

196. TED: Pre and Inservice Teacher’s Technology Uses  
11:00 am to 11:50 am  
Convention Center - Conference Rm 9  
Profiling Technology Integration of K-12 Teachers  
Presenter(s): Fethi A. Inan, Texas Tech University  
The purpose of this study was to profile K-12 teachers’ laptop integration. Data was collected from over four hundred teachers from rural schools located in the southwest United States. Specifically, latent class analysis was used to characterize groups of teachers.

A Comparison of Preservice and Inservice Teachers’ Most-Valued Technology-Supported Activities for Teaching and Learning  
Presenter(s): Joan Hughes, Department of Curriculum and Instruction, College of Education, UT-Austin; Yin Hong Cheah, the University of Texas at Austin; Yi Shi, the University of Texas at Austin  
Contributor(s): Kuei-Hui Hsiao, University of Texas at Austin  
This qualitative research study compared preservice and inservice teachers’ most valued techno-learning activities for the K-12 classroom and the TPACK associated with designing these lesson ideas. We were interested in assessing and comparing the degree to which the activities were teacher- or student-focused as well as the sources of TPACK that aligned with the lessons to identify patterns between professional teaching experience (pre/inservice) and they types of lesson ideas and TPACK.

197. CLT-Luncheon (pre-registration required)  
12:00 pm to 12:50 pm  
Convention Center - Pavilion 3

198. D&D / RTD Awards Ceremony  
12:00 pm to 12:50 pm  
Convention Center - Ballroom A  
Participants

199. 24-Wa Create an Open Textbook on EdTechBooks.org  
1:00 pm to 3:50 pm  
Convention Center - Ballroom D  
Presenter(s): Royce Kimmons, Brigham Young University  
(Note: Pre-registration required) Create your own
open textbook on EdTechBooks.org by utilizing best practices of UX/web design, data management, instructional design, and print design in a single platform that is made available at no cost to instructors, students, or anyone else.

200. 24-Wb Creating Course Content with 360-Degree Media to Enhance Teaching and Learning
1:00 pm to 3:50 pm
Convention Center - Ballroom E

Presenter(s): Fatih Demir, Northern Illinois University
(Note: Pre-registration required) 360-degree video technology is relatively a new development, yet low-cost / low-entry barrier technology with a strong potential to change Human-Computer Interaction as well as to change teaching and learning practice in many different subject areas increasingly using video cases (e.g., STEM learning; teacher training). In this workshop, participants will create a prototype featured with spherical images and 360-degree videos and will test their own prototype on various platforms as well as using the Google Cardboards.

201. 24-Wc 4 Cs to an A+ Learning Experience
1:00 pm to 3:50 pm
Convention Center - Ballroom G

Presenter(s): Valary Oleinik, valarywithawhy.com
(Note: Pre-registration required) What happens when you prepare a case study, but rather than turning it into a presentation, you turn it into an interactive experience? Basically you learn how to design a gamified experience by participating in one. Come work in groups to rapidly prototype a course given a list of specific limitations and compare your creation with real world results. This is a fast-paced and immersive experience.

202. AOT: Educational Technology Research in Thai Contexts II
1:00 pm to 1:50 pm
Convention Center - Conference Rm 14

AOT-Learning Analytics of digital learning in printing production course for education technology on increase creative thanking in Thailand

Presenter(s): Rusada Nathaphatwirata, Prince of Songkla University
Contributor(s): Pitchaporn Soonthornnon, AOT

The using of Digital Learning Analytics, which consisted of 6 steps 1. Import Data 2. Identify problem 3. Plan the concept 4. Create a prototype 5. Utilize by user 6. Assessment process 7. Modify the route. Those results will be evaluated by the experts in Digital Learning Analytics and also the creative thinking Thai students will be evaluated as well.

[NR]AOT-The effect of the case study upon critical thinking in internet literacy in higher education

Contributor(s): Nitcha Channiyon, Faculty of Education Chulalongkorn University; Jaitip Nasongkhla, Chulalongkorn University

The effect of the case study upon critical thinking in internet literacy Internet using expands widely in this present and the people of all ages access easily. If the people don’t consider internet using, it may cause the social problems. The promoting of critical thinking of using internet by the case study, these make the youth analyze, evaluate and predict the impact for the following situations from the case study which they was assigned. The objective of the case study were; to test the efficiency of using the case study for promoting critical thinking of using internet for the undergraduate students.

203. China’s New Directions in Educational Technology: A Major Presentation by the CAET (China Association of Educational Technology) Leaders
1:00 pm to 1:50 pm
Convention Center - Pavilion 11

Presenters:
Xaioliu Zhong, Tsinghua University (Beijing)
Quanlong Ding, South China University of Technology (Guangzhou)
Xiaoqing Gu, ECNU
Di Wu, Central China University (Beijing)
Shuquiang Song, Journal of Modern Educational Technology (Beijing)
Zhiming Yan, Ludong University (Yantai)
Yonghe Wu, East China Normal University
Eugene Kowch, University of Calgary - Faculty of Ed

China is undergoing enormous change in its education systems. The China Association of Educational Technology (CAET) is a professional association, like AECT, with over 100,000 members. In this Major Panel Discussion, senior executives of CAET will present the newest trends and changes across China in both university and school systems. New Artificial Intelligence standards, education system evolutions and analytics are shaping the work in AECT’s first affiliate (CAET) in exciting new ways. Join to learn together!

204. CLT: 2019 McJulien Lecture
1:00 pm to 1:50 pm
Convention Center - Pavilion 3
Chair: DEEPAK PREM SUBRAMONY, Kansas State University
Presenter(s): Manuel Bustamante, Western New Mexico University; Tamara Gibson, Western New Mexico University

In this very special session, the winner(s) of the 2019 McJulien Best Paper Award (bestowed by the Culture, Learning & Technology Division) will present their award-winning paper and respond to audience questions thereafter. Congratulations to Manuel Bustamante and Tamara Gibson for their paper “Respecting and Representing LGBTQ in Online Curriculum and Coursework”

208. GSA: From Incubation to Celebration and All the Disappointments in Between: Navigating the Road to Publishing and Collaborative Writing Success
1:00 pm to 1:50 pm
Convention Center - Conference Rm 4
Facilitator: Nate Turcotte, Penn State University
Presenters:
Curtis J. Bonk, Indiana University
Susie Gronseth, University of Houston
Mimi Miyoung Lee, University of Houston
Thomas C. Reeves, The University of Georgia
Elizabeth Dalton, University of Rhode Island, Dalton
Education Services International (DESI)
Ke Zhang, Wayne State University
Thomas Reynolds, National University

The session panelists have a wealth of combined experience in publishing journal articles, book chapters, books, and other scholarly manuscripts. Attendees will hear how to convert class papers, conference presentations, and article ideas into accepted manuscripts. They will also learn valued insights into effective professional collaborations and recommendations for turning initial rejection into eventual successful publication. Simply put, book chapters, journal articles, and books are three vastly different, yet highly interconnected, parts of publishing success.

209. INTL: Socratic Seminar
1:00 pm to 2:50 pm
Convention Center - Pavilion 9
Socratic Seminar: An international forum on Socratic teaching
Presenter(s): Abbas Johari, Cameron University; Jonathan M Spector, Department of Learning Technologies; Cengiz Hakan AYDIN, Anadolu University; Chih Hsiueng Tu, Northern Arizona University; Patricia Young,Uni. of Maryland Baltimore Co.; Amy C Bradshaw, University of Oklahoma; Xiaoxue Wang, Florida Gulf Coast University; Chun-Min (Arthur) Wang, National Tsing Hua University; Andrew R. J. Yeaman, Educational Technologist
Contributor(s): Robert Doyle, Harvard University;
Paul Kim, Stanford University; Michael K Thomas, University of Illinois at Chicago; Ian Lubin, Independent Scholar

Socratic Seminar is an international forum composed of leading teachers, researchers, and educational philosophers who provide analysis and critiques on philosophy of education and all aspects of educational technology including cultural, social, economic, and political impacts of media design for instruction. Describing philosophies of education and various teaching and learning methods, a panel of international professors and a graduate student will enter into what is known as Socrates method of discovery learning and teaching - called “dialectic.” The strength of the method transpires the fact that mentors must not make statements, but provide guidance that encourages critical thinking, leading to true knowledge.

210. LED: Instructional Design
1:00 pm to 1:50 pm
Convention Center - Conference Rm 8

Utilizing an LMS’s Internal Data to Improve Course Design and Student Performance
Presenter(s): Steven Michael Baule, University of Wisconsin - Superior
Contributor(s): Staci Gilpin, University of Wisconsin - Superior

This session will explain how to utilize the data in CANVAS’s (or other LMS) course analytics to both guide instructional development and to provide guidance to students in how to be successful in online courses. Participants will be able to utilize course analysis to determine correlations between student activity and student course success. Analyze the comparative amount of time students spend on each assignment within a course to determine the appropriate comparative weight of assignments.

Effects of Design-Based Learning Environments on Learning Outcomes
Presenter(s): Hasan Cakir, Gazi University
Contributor(s): Yildiz Ozaydin-Aydogdu, Gazi University

The purpose of this review study is to determine the effects of design-based learning environments on learning outcomes by using different technology-supported cognitive tools. Using 26 relevant keywords, 39 published studies were determined within the scope of the study’s aim. As a result of the investigations, DBL environments have positive effects on motivation, attitude, achievement, class participation, metacognition and 21st century skills with different independent variables. Future studies can examine intercultural interactions, leadership skills.

211. NJASL: Using Science Fiction to Stimulate and Engage Middle Schoolers
1:00 pm to 1:50 pm
Convention Center - Conference Rm 10

Using Science Fiction to Stimulate and Engage Middle Schoolers in STEM Activities and Topics
Presenter(s): Bruce Robert DuBoff, School Media & Technology

Even as curricular content became increasingly standardized and teachers had less choice about what material to present, the popularity of science fiction (SF) has returned it to the STEM classroom. Researchers are exploring this potent resource through the lens of interest development. School librarians, in a welcoming environment for all students, offering project-based curricula driven by guided inquiry and information searching skills, should be the fulcrum around which STEM subject learning revolves.

212. OTP: HPT Applications in Academic Hiring and Student Engagement
1:00 pm to 1:50 pm
Convention Center - Conference Rm 13

How HPT Processes Inspire an Improved Online Part-Time Faculty Hiring System in a Private University
Presenter(s): Chad McLane, Brigham Young University-Idaho

This presentation, designed for any involved in systems improvement or managing online faculty, will explain the impetus and processes that resulted in a new tool and process for evaluating new online adjunct faculty at a rapidly-growing program for online higher education. The presenters will share the resources created, the results of these resources on our system, and lessons learned in the process of creating this resource to improve system reliability and responsiveness to our situation.

Using Text Messaging to Improve Application Completion Rates
Presenter(s): Keenan Meeker, Oklahoma State University; Karen Wilson, Oklahoma State University; Penny Thompson, Oklahoma State University

This study examines the effectiveness of a performance intervention that used Short Message Service (SMS) to increase completion rates of an online application for an academic enrichment program. Students received
regular prompts, reminders, and opportunities to ask questions during the application period, resulting in higher completion rates. The findings add knowledge about the usefulness of SMS to support participation in enrichment programs and demonstrate the use of the HPT model beyond the traditional workplace context.

213. RTD-Membership Meeting
1:00 pm to 1:50 pm
Convention Center - Ballroom B

214. SICET-Keynotes
1:00 pm to 1:50 pm
Convention Center - Conference Rm 7
Chairs:
Hengtao Tang, University of South Carolina
lin lin, Nanjing Normal University
Hong Zhan, Embry-Riddle Aeronautical University
Presenter: Kui Xie, The Ohio State University

215. STC: Affecting Change Panel
1:00 pm to 1:50 pm
Convention Center - Conference Rm 1
Affecting Change Panel: Distance Learning and Systems Thinking & Change Divisions
Presenter(s): M. Aaron Bond, Virginia Tech; Anthony A. Pina, Sullivan University; George Veletsianos, Royal Roads University; David Wiley, Brigham Young University
Contributor(s): Lujean Baab, Virginia Tech; Barbara Locke, Virginia Tech
This joint panel will explore problems and solutions from distance learning through a systems thinking lens. Five distance learning expert panelists will address problems and provide potential solutions. Participants will learn more about challenges facing leaders around distance learning, potential for reform using distance learning tools and strategies, misconceptions about flexible learning, and faculty development for learning centered design.

216. TED Inspire! Flipperentiation
1:00 pm to 1:50 pm
Convention Center - Conference Rm 9
Flipperentiation is a multi-modality, differentiated approach to infusing technology in the classroom using school/student technologies by combining elements of a flipped classroom with an in-class blended learning model. Creating an online and in-class visual environment where ongoing formative assessment is embedded in instruction, learning can be personalized and instruction differentiated leading to improved student outcomes. The design and development of flipperentiated learning experiences using technology resources will be provided for participants.

217. AECT Inspire! Think Different! A Card Game to Inspire Creativity and Foster Multiple Perspectives
2:00 pm to 2:50 pm
Convention Center - Pavilion 6
Think Different! A Card Game to Inspire Creativity and Foster Multiple Perspectives
Presenter(s): Meng-Fen Grace Lin, University of Hawaii at Manoa; Ariana Eichelberger, University of Hawaii at Manoa
In this professional development session, we will use simple card games to inspire creativity and foster multiple perspectives. We will provide the cards, you just need to show up ready to play. We will have two rounds of hands-on, small-group activities focused on creativity and multiple perspectives. In round three, participants will discuss possible applications for these activities in their own environments (teaching, faculty meetings, planning, etc).

218. AOT: Educational Technology Research in Thai Contexts I
2:00 pm to 2:50 pm
Convention Center - Conference Rm 9
AOT-Digital Coaching: application in practice procedural skills for medical student
Presenter(s): Kotchaphan Wilaphan, Chulalongkorn University
Contributor(s): Jaitip Nasongkhla, Chulalongkorn University
“Digital Coaching practice Clinical basic procedures skills gives anyone access to learn the feedback directly from a medical professional coach. Anytime. Anywhere.”

AOT-Promoting young managers’ entrepreneurial creativity with design thinking in a social learning system
Presenter(s): Narubodee Wathanakom, Chulalongkorn University
Human resources are regarded as the most important asset of the organization to survive in the world’s competitive situation. Two interrelated competencies are entrepreneurship and creativity which can be integrated as entrepreneurial creativity. There’s little work being done on how to build up young managers with this combined competency. This paper reveals the proposed model to promote young managers’ entrepreneurial creativity with design thinking in a social learning platform.

219. CLT: Culturally Responsive/Sensitive Practice
2:00 pm to 2:50 pm
Convention Center - Conference Rm 10

Culturally Responsive Teaching: Integrating Social Presence to Reduce Transactional Distance
Presenter(s): Amy Marie Grincewicz, Kent State University
Contributor(s): Bethany Simunich, Kent State University

Cultural differences, such as language, context, communication styles, etc., have shown to reduce a student’s sense of belonging and increase feelings of isolation. Instructors must understand the impact of culture on their students’ sense of social presence and use culturally-responsive teaching strategies to promote cognitive engagement and an online learning community. During this session, participants will actively engage in a meaningful discussion about culturally responsive teaching practices to reduce transactional distance.

Culturally sensitive learning design – professional development for diversity and inclusion
Presenter(s): Keya Mukherjee, Saint Leo University; Karen Hahn, Saint Leo University

This presentation explores cultural differences in online course design and address culturally sensitive pedagogy for instructional designers in a higher education context. A professional development workshop addressing two specific areas: effect of culture on learning and knowledge acquisition was designed for instructional designers to support cross-cultural learning. Instructional designers learned about cross-cultural issues, diversity and inclusion, examined design-stage artifacts to apply knowledge of cultural traits that impact learning, and modify content to facilitate knowledge acquisition.

220. Committee: Strategic Planning
2:00 pm to 2:50 pm
Convention Center - Executive Boardroom
Chair: Eugene Kowch, University of Calgary - Faculty of Ed

221. D&D: Instructional Design in Context: Applications of Maker Space and Service
2:00 pm to 2:50 pm
Convention Center - Ballroom C

Making and Sharing Online: Exploring the Online Discussion Depth in the Online Maker Community in China
Presenter(s): Jun Hao Shan, East China Normal University

This study explored the discussion depth in the DFrobot online maker community. Yan’s coding scheme (2018) was used as the theoretical framework to explore discussion depth in the forum. The results showed that the discussion was weak in generalization, self-reflection and knowledge transfer. Topics on “Creativity sharing” was becoming the mainstream. Makers were more likely to express ideas, raise questions, make generalization and have self-reflection in the topics on “Creativity sharing” than “technical tutorial”.

Roadmap to Re-entry Resources in Mobile County to Prevent Recidivism Service Project
Presenter(s): Sandra Rogers, Spring Hill College
Contributor(s): Aubrey Whitten, Spring Hill College; Demetrius Semien, Spring Hill College

Would you like to start a service project? Consider creating a Google Map of service providers that meet a strong need in your community (food deserts, homeless shelters, or the previously incarcerated). Presenters will share their service project developing a re-entry map of service providers to combat recidivism in their community. Learn to plot locations, draw pathways, and add information to a Google Map. Participants will also share what they are doing in their communities.

222. DDL: Connecting with Students Online
2:00 pm to 2:50 pm
Convention Center - Pavilion 10

Online Faculty Perceptions of Helpfulness of Time Management Strategies
Presenter(s): Beth Oyarzun, UNC Charlotte; Florence Martin, University of North Carolina Charlotte; Rob Moore, Old Dominion University

This study examined 256 online faculty survey responses
to determine perceptions of helpfulness of twenty-four time management strategies categorized into four categories: pedagogical, managerial, technical, and social. Findings indicate that establishing clear and specific expectations (M=4.32) was the most helpful, followed by organizing content into modules or units (M=4.28) which were both pedagogical time management strategies. Relationship between faculty demographic factors and strategies were also examined.

**Student Feelings of Connectedness and Instructor Feedback: The Impact of the Format Used**

Presenter(s): Holly H. Ellis, University of West Florida; Nancy B. Hastings, University of West Florida

Online students’ perceptions were investigated to identify student preferences related to instructor feedback and to determine whether feedback type (typewritten versus handwritten) impacted students’ feelings of connectedness with instructors. Results of this research will be shared in conjunction with potential strategies developed to enhance online learning experiences, reduce feelings of isolation and distance, and facilitate online courses. Ideas for how to apply the findings and strategies will be discussed as a group.

**223. DDL: Strategies for Student Success**

2:00 pm to 2:50 pm

*Convention Center - Pavilion 11*

**Attrition in Online Courses: New Information (and Possible Solutions) for an Old Problem**

Presenter(s): Laura E Gray, University of the West Indies

In this presentation, the age-old problem of attrition in online courses will be explored—but with a new twist. Rather than lamenting that online courses suffer more attrition than their face-to-face counterparts and wondering what, if anything can be done, we will explore methods of calculating “true” attrition rates, potential solutions to curb student attrition, and ideas for changes to Learning Management Systems which may help with this problem, as well.

**Student Success in an Online Practitioner-Oriented Doctoral Program: A Mixed Methods Study**

Presenter(s): Mansureh Kebritchi, University of Phoenix; Ryan Rominger, University of Phoenix

Contributor(s): Mark Mccaslin, University of Phoenix

Online education has become an integral part of higher education with increasing demand for online doctoral programs. However, online doctoral students have low retention rates and extended time to completion. The purpose of this mixed-method concurrent study was to explore the nature of student success, contributing factors, and ways to improve student success for nontraditional doctoral students in an online practitioner-oriented doctoral program. This presentation reports the results, which may enhance online school doctoral programs.

**224. D&D: Supporting Instructional Designers in Higher Education**

2:00 pm to 2:50 pm

*Convention Center - Ballroom A*

**The Professional Development of Instructional Designers in Higher Education: Professional Association Roles and Responsibilities**

Presenter(s): Jill Stefaniak, University of Georgia; Sheri Anderson Conklin, UNC Wilmington; Kiran Budhrani, University of North Carolina at Charlotte; Albert Dieter Ritzhaupt, University of Florida

The purpose of this research was to identify the professional association services relevant to instructional design professionals working in institutions of higher education. Participants provided examples of the roles they expected professional organizations to perform according to these areas of professional development. The results of this study are an attempt to provide recommendations to instructional design and technology academic programs, professional associations, and instructional design professionals working in higher education settings.

**Getting the “Lurkers” to be More Active: Our Journey in Providing Free Professional Development for Instructional Designers**

Presenter(s): Pauline Salim Muljana, Old Dominion University

Contributor(s): Kayla Jutzi, Columbia College Chicago Online, Chicago, Illinois; Kimberly Scott, FedEx World Headquarters, Memphis, Tennessee

Adults “learn through everyday social practices” (Gray, 2004, p. 22), so do instructional designers (IDs). We encountered fellow IDs expressing the need for professional development without constraints of budget, time, and location. We, therefore, answered the call by coordinating no-cost biannual asynchronous professional development events. This session presents our practical strategies of encouraging “lurkers” to be more active in knowledge building and sharing, and how our events have impacted hundreds of IDs around the world.
225. DELT: Learning with and from Technology-enhanced Environments
2:00 pm to 2:50 pm
Convention Center - Conference Rm 12

Motivational Processing in a Game-Based Virtual Reality Learning System for Teaching Introductory Archaeology
Presenter(s): Wen-hao David Huang, University of Illinois at Urbana-Champaign
Contributor(s): Laura Shackelford, University of Illinois at Urbana-Champaign; Alan Craig, University of Illinois at Urbana-Champaign; Danying Chen, University of Illinois at Urbana-Champaign; Cameron Merrill, University of Illinois at Urbana-Champaign; Jamie Arjona, University of Illinois at Urbana-Champaign

The session will report a NSF-funded study that designs, implements, and evaluates a game-based virtual reality learning system for teaching introductory archaeology at a public university in the U.S. The presentation will begin by describing the project progress and reporting the formative evaluation results. The presentation will conclude by discussing relationships among motivational components (Attention, Relevance, Confidence, and Satisfaction) and game features (structure, involvement, and appeal) based on evaluation findings.

Learning with Immersive Virtual Reality: The Hypothetical Model of Immersive Cognition
Presenter(s): Danielle Eve Schneider, Northern Illinois University
Contributor(s): Karen L Ladendorf, Northern Illinois University; Ying Xie, Northern Illinois University

Immersive Virtual Reality (IVR) has become a popular tool for educational purposes in recent years. However, learning with IVR content is different than other visual content. This session will introduce the Hypothetical Model of Immersive Cognition (HMIC), a theoretical framework for learning with IVR content. This session will include an overview of the brain’s learning process with IVR as well as implication for instructors of all levels, including instructional designers, and IVR app developers.

226. GSA: Fireside Advice Chat: Getting Out of your Comfort Zone and Collaborating with Others
2:00 pm to 2:50 pm
Convention Center - Conference Rm 4

Fireside Advice Chat: Getting Out of your Comfort Zone and Collaborating with Others
Presenter(s): Tutaleni I. Asino, Oklahoma State University; M. Aaron Bond, Virginia Tech; Fortunata Msilu, Northern Illinois University; Kae Novak, University of Colorado Denver

Attending conferences like AECT can present a plethora of collaborative opportunities. In this session, our two panelists discuss why it’s important to get out of your comfort zone as a graduate student in order to experiment with new ideas, research methods, and practices.

227. LED: Instructional Strategies
2:00 pm to 2:50 pm
Convention Center - Conference Rm 8

Keeping Learners Inspired and Engaged in Teacher Education
Presenter(s): Scott P Gibbons, University of Cincinnati; Kay Seo, University of Cincinnati

This presentation reviews recent research in the field of teacher education and learner engagement. We make a connection between what students experience and practice in their teacher education program and how they engage their own learners when they begin teaching. Through three areas of engagement: cognitive, behavioral, and relational, we examine how teacher educators use learner engagement strategies to both engage education students and provide education students with strategies they can take into the field and use to engage their own learners. A focus is placed on technology-enriched environments, problem-based learning, collaborative learning, and investigative learning because research suggests that these teaching methods involve students in all three areas of engagement. Audience members will have the opportunity to share and compare their own experiences and connect them to the presenters’ findings.

Mitigating Instances of Cyberbullying in Online Academic Learning Environments
Presenter(s): Laurie O. Campbell, University of Central Florida
Contributor(s): Jessica Tinstman Jones, The University of Central Florida

Cyberbullying a form of online academic incivility occurring in online learning. These negative interactions contribute to a disruptive academic environment yielding affective, academic, and monetary consequences. The proposed presentation provides three proactive approaches that online
instructors may employ to address cyberbullying in online academic contexts. These research-based approaches include: (a) crafting careful communication; (b) active and empathetic listening; and (c) shared expectations.

228. OTP: Digital Credentialing Connecting Education to Work
2:00 pm to 2:50 pm
Convention Center - Conference Rm 13

Learning Factories and their Impact on Developing Multidisciplinary Digital Competencies
Presenter(s): Michael J. J. Roll, University of Mannheim, Germany
Contributor(s): Dirk Ifenthaler, University of Mannheim

The implementation of interconnected manufacturing at companies may have broad implications for its stakeholders including changes in learning culture. This study investigates how interconnected learning factories in German vocational schools may minimize the gap of learning in schools and in companies. Therefore, expected multidisciplinary digital competencies of learners were analyzed. Findings highlight the importance of structured implementation of learning factories and the preparation of all stakeholders for Industry 4.0 processes on organizational and personal level.

229. RTD: Faculty in Instructional Design and Technology
2:00 pm to 2:50 pm
Convention Center - Ballroom B

Exploring the Qualifications of New Faculty in Instructional Design and Technology
Presenter(s): T. Logan Arrington, University of West Georgia; James Klein, Florida State University
Contributor(s): Lauren Bagdy, Florida State University

This concurrent session reports the findings of a study on the expectations and qualifications for new faculty in Instructional Design and Technology through the results of a job analysis and interviews with stakeholders in the hiring process (i.e., department chairs and search committee members). This session will be beneficial to both current faculty and advanced graduate students seeking employment in the near future.

Our Syllabuses Tell their Story: The Social Media for Collaborative Curriculum
Presenter(s): Enilda Romero-Hall, The Univ. of Tampa

The purpose of this syllabus analysis is to explore the structure of courses focused on social media for collaborative learning. The results revealed a total of 46 unique topic themes across the different courses. The findings show that learning objectives focused on practical application of the knowledge. Last, there were a mix of traditional assessment methods used to assess learning. However, it was also palpable that non-traditional assessment methods were incorporated.

230. SICET: Learning with Digital Devices
2:00 pm to 2:50 pm
Convention Center - Conference Rm 14

An exploratory study of in-class multitasking with digital devices in the university classroom
Presenter(s): Liping Deng, Hong Kong Baptist University; Lin Lin, University of North Texas
Contributor(s): Yan Liu, Unt

This exploratory study looks into university students’ multitasking behaviours with mobile phone and laptop during class time and influencing factors behind. The data is based primarily on semi-structured in-depth interviews. The most striking characteristics of students’ in-class multitasking behaviours is that they are not fixed but fluctuate contingent on a number of factors. The findings give rise to a model depicting in-class multitasking against a complex backdrop encompassing social, pedagogical, and technological factors.

Effects of Utilizing Digital Notes from Mobile Terminals on Students’ Declarative, Procedural and Conditional Knowledge
Presenter(s): Dan Sun, Zhejiang University, Research Center for AI in Education; Yan Li, Zhejiang University

The program was to evaluate the effects of digital notes captured from mobile devices on students’ performance in declarative, procedural and conditional knowledge, as well as of students in multiple academic level. Results indicated that experimental students scored significantly higher, while there were quite inconsistent performance for students in divergent academic levels. The finding revealed that digital notes could be utilized as a learning material in daily teaching routine to enable students to learn effectively.

231. STC: Systems Change Design Models
2:00 pm to 2:50 pm
Convention Center - Conference Rm 14
The Five Discourses of Design: A Model for Systemic Change in Education
Presenter(s): Melissa Warr, Arizona State University
Contributor(s): Ben Scragg, Arizona State University; Punya Mishra, Arizona State University
As educational technologists, we often focus exclusively on designing artifacts. However, artifacts must work within systems and cultures, and when we don’t consider the systems and culture, our designs don’t perform as expected. In this session, we present a new model that supports systems thinking about educational technology: The Five Discourses of Design. This model helps us visualize how design works across spaces of work, supporting more effective design and lasting change.

A Model of Systems Change Through Design
Presenter(s): Fredrick W. Baker III, University of West Florida
When paradigm shifting system level change occurs, design is often the catalyst, yet its role in these changes is not often sufficiently explored. The purpose of this presentation is to discuss the process of reframing systems. A second purpose is to propose a model highlighting the role of design in forcing the reframing of systems that may challenge dominant assumptions and understandings held concerning them. Real-world educational and non-educational empiric examples will be presented and discussed.

232. TED: Innovative and Experimental Pedagogic Spaces Part II
2:00 pm to 2:50 pm
Convention Center - Conference Rm 1
Innovative and Experimental Pedagogic Spaces Part II: Hybrid and Off Campus Spaces
Presenter(s): Jesse Strycker, Ohio University; Gregory Francom, Northern State University; Tiffany Roman, Kennesaw State University; George Veletsianos, Royal Roads University
Contributor(s): Kristin Brynteson, Northern Illinois University; Tracy Russo, Ferris State University
TEDCAMP As our field continues to grow and technology continues becoming more powerful and more accessible, different kinds of pedagogical spaces are appearing on campuses. This session will allow presenters and attendees to not only discuss the spaces they are responsible for or planning to building, but also to take part in larger conversations about why these spaces are being built, what lessons have been learned, and what the future holds for such spaces.

233. CLT: African–American Issues/Contributions in ECT
3:00 pm to 3:50 pm
Convention Center - Conference Rm 12
Inspiring and Engaging African American Men to Participate in Research Using Co-Production, Video and Qualitative Methodologies
Presenter(s): tracy robinson, Ohio University
The purpose of this workshop is to identify strategies for inspiring and engaging African American men to participate in research. The co-production approach as well as select qualitative methods will be employed for this inquiry. The use of technology (website and video) will be applied to cultivate ongoing engagement of the participants in research.

M3: Leroy Raadel Posey An African American Inventor of a Mathematics Teaching Machine
Presenter(s): Patricia Young, Uni. of Maryland Baltimore Co.
Contributor(s): Evelyn K. Thomas, Peace of the Pi, LLC
This presentation chronicles the story of Leroy Raadel Posey an African American inventor of a mathematics teaching machine—the Combination Slide Board. Through a historical examination of primary source documents, the man behind the machine is revealed as a mathematics educator whose life’s work focused on educating young people. The 1940 patent of the Combination Slide Board details it as a teaching machine and calculating device. This presentation reveals the man, machine and mathematics (M³).

234. CLT: Building an equitable, accessible organization
3:00 pm to 3:50 pm
Convention Center - Conference Rm 1
Building an equitable, accessible organization:
Investigating systems-level facilitators and barriers
Presenter(s): Lisa A. Giacumo, Boise State University; Amy C Bradshaw, University of Oklahoma; Sylvia Elaine Rogers, Auburn University; Peggy Ann Lumpkin, Galveston College
Join this panel discussion about a systems-view process to create a more equitable and accessible organization. First, we will explore a recent attempt at organizational change in a member-driven, volunteer-run, educational technology professional society. Together, we will investigate the process of creating efficient and effective organizational change. How do you identify facilitators? How do you identify the barriers? What sponsorship is required? How do you get started? When should you stop trying?
235. Committee: AECT Awards
3:00 pm to 3:50 pm
Convention Center - Executive Boardroom
Chair: Steve Harmon, The Georgia Institute of Technology

236. D&D Inspire! Designing for Success
3:00 pm to 3:50 pm
Convention Center - Ballroom A
Designing for Success: Active Learning Strategies to Teach Transferable Instructional Design Skills to Graduate Students
Presenter(s): Alicia Leinaala Johnson, Virginia Tech
Contributor(s): Miguel (Miko) Nino, Virginia Tech
During this Inspire session, attending Instructional Designers (ID’s) and faculty will develop their own plan to operationalize active learning strategies being explored. Using design thinking practices in small groups, attendees will discuss strategies to overcome roadblocks to the successful use of active learning strategies in their course designs. Through collaborative crowdsourcing, attendees will leave with an actionable plan to implement one or more of the strategies discussed in ID courses that enhance students’ professional skills.

237. DDL: Connecting Online Groups
3:00 pm to 3:50 pm
Convention Center - Pavilion 10
Exploring postsecondary learners’ synchronous interaction in distance group work via connective ethnography
Presenter(s): Jill Woods, West Virginia University; Ugur Kale, West Virginia University
This study employs qualitative connective ethnography to explore how postsecondary distance learners interact with each other and with or through collaborative technology both synchronously and asynchronously during a small group project to provide much-needed guidance to instructors on facilitating online group work.

Adult Learning Principles-Driven Instructional Design for an Online Graduate Class: Graduate Students’ Perceptions of Course Design Captured Using the Community of Inquiry Framework
Presenter(s): Meina Zhu, Indiana University; Susan Loucks, Indiana University
Contributor(s): Gamze OZOGUL, Indiana University
This study examines students’ perceptions of aspects of the Community of Inquiry (CoI) framework in a course where the instructor employed instructional strategies derived from adult learning theory. Data sources included survey, interviews, and course review. Findings indicated strategies employed resulted in high teaching, cognitive, and social presences. Video recaps, timely and personalized feedback, guest speakers, and relevant content were found to be reasons for the high ratings on all presences.

238. DDL: Recognizing the Online Student’s Needs
3:00 pm to 3:50 pm
Convention Center - Ballroom C
Assessing Dispositions of the Online Learner (DOL): To Improve Learning Gains
Presenter(s): Suzanne Y Ensmann, The University of Tampa
Contributor(s): Adrianne Wilson, The University of Tampa
Learners must be equipped with technology skills and certain dispositions to master online learning. It is the attitude of a student that ultimately supports success. Assessing dispositions offers a gateway to provide learners with directed information to affect this. Bring digital devices to access Wifi and experience strategies through role-play scenarios. Participate in hands-on activities using the DOL instrument based on research gathered from the field. Learning outcomes include recognizing dispositions to inspire learning professionals.

Student-Inspired Digital Inclusion in Industry 4.0
Presenter(s): Eunjyu Yu, State University of New York – Canton
Based on student-inspired data, this presentation describes the factors that help Generation Z successfully acquire Industry 4.0 competencies focused on multiliteracies, critical thinking skills, creativity, and metacognitive skills. The presenter will facilitate the audience to share their best online pedagogical strategies and to discuss factors creating a pedagogically inclusive and optimized online learning environment for diverse online learners and improving their completion rate.

239. D&D: You Are More Than Your Career
3:00 pm to 3:50 pm
Convention Center - Pavilion 11
You are More Than Your Career: Finding an Inspired Work-Life Balance in the Instructional Design and Technology Field
Presenter(s): Gregory Francom, Northern State University; Heather Leary, Brigham Young Univ.;
Wednesday, October 23

Albert Dieter Ritzhaupt, University of Florida; Eunjung Grace Oh, University of Illinois at Urbana-Champaign; Kristy Bloxham, Utah State University

Many of us are inspired by our work in instructional design and technology, however, recent trends in the technology field like the “hustle culture” can cross over to the instructional design and technology fields, resulting in work-life balance issues. The purpose of this panel will be to share perspectives about achieving work-life balance in the instructional design and technology field. Panel members will share about experiences working both in academia and the instructional design industry.

240. GSA: Designing for Accessibility
3:00 pm to 3:50 pm
Convention Center - Conference Rm 4

Designing for Accessibility
Presenter(s): Jennifer Maddrell, Designers for Learning; Amy Lomellini, Molloy College; Esther Michela, Brigham Young University; Tugce Aldemir, Pennsylvania State University; Pauline Salim Muljana, Old Dominion University

A design is only useful if it’s accessible to the learner: any learner, anywhere, anytime. Learners nowadays have different background and are diverse but have the right of equal access to information. Therefore, we as designers need to embrace accessibility in order to meet the diverse learning needs. But how? This session is dedicated to identifying and discussing potential solutions to this question. Dr. Jennifer Maddrell, Ms. Amy Lomellini, and Ms. Esther Michela will be discussing how to design for accessibility in education, and will be answering questions from the audience.

241. ICEM: Social Network Analysis
3:00 pm to 3:50 pm
Convention Center - Pavilion 6

Using Social Network Analysis to Review the Research in Open and Distance Learning
Presenter(s): Cengiz Hakan AYDIN, Anadolu University
Contributor(s): Olaf ZAWACKI-RICHTER, University of Oldenburg; Aras Bozkurt, Anadolu University

This paper proposes a social network analysis of the keywords included in the articles published in one of the prominent journals in the field of open and distance learning, the Turkish Online Journal of Distance Education (TOJDE). So, those who are interested in learning both the research areas in ODL and how to use social network analysis to analyze the research trends in a field might find this presentation quite interesting and beneficial.

242. INTL: Designing Innovative Pathways to Support Workforce Development
3:00 pm to 3:50 pm
Convention Center - Conference Rm 11

Conducting Educational Design Research during Development of a Binational Curriculum: Water for Healthy Borders
Presenter(s): Lauren Cifuentes, New Mexico State University
Contributor(s): Rudy Rosen, Texas A&M University San Antonio

We will share the first phase of design and development processes for creating a binational, bilingual, secondary, water-workforce development curriculum. U.S. government reports declaring a coming crisis for the water industry inspired a team of learning designers and water scientists to build the curriculum. We will describe the binational analyses and exploration phase as well as show prototype materials of the curriculum and ask the audience of inspired learning designers for recommendations.

Technology Use and Impact of “Voluntary Social Year” on High School Graduates in Germany
Presenter(s): Amy S. C. Leh, California State University San Bernardino
Contributor(s): Holly Read, California State University

The research was to investigate the impact of a “Voluntary Social Year” on high school graduates in Germany and to examine technology use during the social year. The author collected data from: (1) 30 German high school graduates, (2) 5 German high school graduates who participated in a “Voluntary Social Year”, and (3) the parents of the 5 German high school graduates. Descriptive statistics, content analysis, and coding were employed to analyze the data.

243. LDC: Mid-Career Instructional Technology Professionals
3:00 pm to 3:50 pm
Convention Center - Pavilion 9

Mid-Career Instructional Technology Professionals: Going Beyond Managing Projects and Process to Leading People
Presenter(s): Anthony A. Pina, Sullivan University; Gayle V. Davidson-Shivers, University of South Alabama; Jason Huett, University of West Georgia
As professionals in the field of instructional technology, we care about people. Management is becoming an important domain within our field and many of our mid-career colleagues are contemplating a career move into leadership positions at their organizations. However, the preparation for professionals in our field tends to focus upon managing projects and process, rather than leading people. Come and interact with three experienced leaders who share how we lead and manage process and people.

244. LED-Membership Meeting
3:00 pm to 3:50 pm
Convention Center - Conference Rm 8

245. OTP: Faculty and Professional Development
3:00 pm to 3:50 pm
Convention Center - Conference Rm 13

Faculty perceptions of smartphone integration in faculty development: A case study
Presenter(s): Jeanna Cronk, Northwood University; Ross Perkins, Boise State University; Patrick Lowenthal, Boise State University; Lida J Uribe-Flórez, Boise State University
This research examined the perceptions of faculty on the integration of smartphones in faculty development programs. This study provides insights for faculty developers designing programs that incorporate smartphones by addressing the following research questions: (1) What are faculty perceptions of smartphones? (2) How are faculty using smartphone technologies for professional learning as a part of faculty development sessions? (3) What are faculty perceptions of the use of smartphones during faculty development sessions?

Twitter as a Professional Development tool in Professional Learning Communities: A Topic Analysis
Presenter(s): Okan Arslan, Texas Tech University; Wanli Xing, University of Florida; Fethi A. Inan, Texas Tech University; Fei Gao, Bowling Green State University
The main goal of this research is to understand how educators are using the social media service Twitter to further their professional development as a professional learning communities (PLCs). In this regard, a text mining method, Latent Dirichlet Allocation algorithm, is used to understand how educators use Twitter by determining the topics among their tweets. By using large sample’s tweets, educators and others involved in educator PCL members provide a support mechanism in worldwide settings.

246. RTD: Learning and Performance Support A
3:00 pm to 3:50 pm
Convention Center - Ballroom B

Learning with DBR: Deepening Practitioner Pedagogical Knowledge by Crafting an Online Homeroom
Presenter(s): Jen Vanek, EdTech Center @ World Education
This study employed Design Based Research to define and respond to instructional challenges evident in digital literacy instruction led by AmeriCorps members and for adult migrant English language learners. Exploring the role of the design process and resulting online resource in helping these minimally trained teachers provide quality instruction, showed that teachers can leverage effective website design to not only offer diverse instructional resources to their learners, but in the process, deepen their pedagogical knowledge.

Neither Novices nor Experts: Teaching Students to Become Informed Designers
Presenter(s): Tiffany Roman, Kennesaw State University
Teaching students to design well is challenging. To better assist educators in supporting students in becoming informed designers, a level of expertise between a novice and expert, Crismond and Adams created the Informed Design Teaching and Learning Matrix. This study examined the Matrix in the context of design learning at the secondary level through multiple case studies. Revisions to the Matrix are proposed, along with concrete strategies educators can use to support informed design practices.

247. SICET-Membership Meeting
3:00 pm to 3:50 pm
Convention Center - Conference Rm 7

248. STC Inspire! Professional Development Framework
3:00 pm to 3:50 pm
Convention Center - Conference Rm 14

Exploring a Professional Development Framework Through the Lens of Systemic Change
Presenter(s): Samantha Blevins, Radford University; M. Aaron Bond, Virginia Tech
Professional development resources are an often missed opportunity to foster change and support continuous
improvement within institutions. In order to foster this type of change, professional development must provide opportunities for individual growth while also meeting organizational priorities. Meaningful development should align with the goals of an organization. During this session, presenters will describe a framework based on a developmental study using literature-based strategies in order to design faculty professional development efforts for change. A survey instrument that can be used to evaluate the use of the framework will also be provided. Feedback to strengthen both the framework and the survey instrument will be sought from participants.

249. TED: K-12 Blended Teaching
3:00 pm to 3:50 pm
Convention Center - Conference Rm 9
A case analysis of institutions providing undergraduate coursework for K-12 online and blended teaching
Presenter(s): Charles R. Graham, Hannah Bateman, Brigham Young University
Contributor(s): Cecil R Short, Brigham Young University
A survey was used to determine if institutions have improved preservice teacher exposure to blended and online teaching before entering the K-12 classroom. We received responses from over 240 deans, administrators, or faculty at universities from 35 states in the U.S. After preliminary analysis from the survey results, we compiled anonymous profiles of several universities we feel are exemplars of providing coursework to prepare K-12 online and blended teachers.

Findings from the research and development of K-12 Blended Teaching: A Guide to Personalized Learning and Online Integration
Presenter(s): Charles R. Graham, Brigham Young University
Contributor(s): Cecil R Short, Brigham Young University; Douglas Archibald, Brigham Young University
This session shares findings from the development of an open textbook focused on preparing K-12 teachers for blended teaching. A draft of the book was reviewed by researchers and practitioners (n = 18) to determine if it would meet the needs of different stakeholders. Findings from the evaluations are valuable for leading the development of future educational products, as they reveal what both researchers and practitioners look for in a guide about innovative practices.

250. TIL: Visual & Media Literacy
3:00 pm to 3:50 pm
Convention Center - Conference Rm 10
Designing an inspired curated learning experience using immersive and visual open access resources
Presenter(s): Andrew Lawlor, Sonja Marie Lamppa, University of Phoenix
Contributor(s): Cassandra Smith, University of Phoenix; Leonard B. Jackson, University Of Phoenix- Alumni; Taurus J Jackson, University of Phoenix - Alumni
A curated learning experience is defined as the method of organizing huge volumes of web and enterprise-based information and presenting it in a structured and significant layout. A study was conducted to examine how educators identify a diversity of effective applications found in open-access educational resources using the Studio Thinking Framework and the Learning Objects Metadata Topology. The resulting collection has the potential to inspire learning professionals to curate effective learning experiences for their students.

Use Geographic Information System to Enhance Visual Learning
Presenter(s): Zhen Xu, University of Florida
Contributor(s): Shalaunda Reeves, University of Florida; Pavlo Antonenko, University of Florida
This study explored the effectiveness of a geographic information system for students’ learning in visual and verbal knowledge compared to the tabular representation of data and map with a hypertext. This study also looked at students individual differences in verbal working memory and visuospatial working memory in interacting with the three types of data representations.

251. CLT Issues in Technology-Mediated Environments-1
4:00 pm to 4:50 pm
Convention Center - Conference Rm 12
The Theory of Virtuality Culture and Technology-Mediated Human Presence
Presenter(s): Dr. Camille Dempsey, Edinboro University
The Theory of Virtuality Culture provides a framework for technology and considers the possibilities for connecting, communicating and learning in all segments of society. This presentation explores the ways that contemporary technology mediates human presence related to virtuality culture theory. Attendees will be invited to collaborate in sharing examples on the specific ways this theory relates to presence, along
with their practice. Implications for further research related to this work will also be also included.

252. CLT: LGBTQ Issues in ECT
4:00 pm to 4:50 pm
Convention Center - Conference Rm 14

**Respecting and Representing LGBTQ in Online Curriculum and Coursework**
Presenter(s): Manuel Bustamante, Western New Mexico University; Tamara Gibson, Western New Mexico University
This interactive session seeks to engage the audience in conversation that will help co-create and forward ideas on how online course instructors can create a culturally responsive technology enhanced atmosphere; relevant, respectful and effective for the LGBTQ community. Facilitators of this session will suggest a theoretical framework on how to structure online courses to set a respectful atmosphere and offer specific technology related strategies currently being implemented. A question and answer segment will ensue.

**The ECT Field’s Ongoing Neglect of LGBTQ Issues**
Presenter(s): Deepak Prem Subramony, Kansas State University
This presentation highlights the mainstream educational communications and technology (ECT) research and development community’s continued lack of interest towards issues located at the intersection of digital media technologies and LGBTQI stakeholders, providing evidence and commentary in this regard.

253. Committee: Professional Ethics
4:00 pm to 4:50 pm
Convention Center - Executive Boardroom
Chair: Abbas Johari, Cameron University

254. D&D: Instructional Scaffolds to Facilitate Learning
4:00 pm to 4:50 pm
Convention Center - Ballroom A

**Re-envisioning College STEM Education Courses using Human-Centered Design**
Presenter(s): Trang Phan, Fresno state; Myunghwan Shin, California State University fresno
This paper documents students’ application of Human-centered design in two science and technology education courses and how their application influenced their engagement in these courses using ethnographic research method. Finding include (a) designing with empathy increases students’ understanding of the users and context; (b) embracing ambiguity opens new creative possibilities; (c) prototyping stimulates learning; and (d) ownership promotes engagement. This lays groundwork for research and practices of designing innovative and equitable learning environments.

255. D&D: Instructional Supports for College-Level Mathematics Education
4:00 pm to 4:50 pm
Convention Center - Pavilion 11

**Effectiveness of Learning Support Format for Math Problem Representation**
Presenter(s): Sungwoong Lee, Emporia State University
Contributor(s): Fengfeng Ke, Florida State University
We investigated the mental problem representations and problem-solving performance influenced by the formats of the learning supports. Through the analysis of participants’ visual attention and solution notations, the current study found that there is a significant difference in problem solvers’ visual attention on iconic learning supports between the successful and unsuccessful problem-solving groups. Unsuccessful problem solvers tended to disregard critical elements in the math word problem.

**Using Instructional Strategies and Adaptive Software in a Corequisite College Algebra Pilot**
Presenter(s): Laura Stapleton, Old Dominion University
This session reviews a corequisite university College Algebra pilot course which featured active learning, metacognitive reflections, group collaboration, and Desmos activities to provide a mathematical “sandbox” for exploration. Students used Knewton Alta, an adaptive software to prepare them for the mathematical requirements by creating an individual plan for remediation. Embracing this year’s theme – Inspired Professional Learning. Inspired Learning Professionals, this presentation will examine creative learning environments and assignments to motivate and scaffold under-prepared mathematical learners.

256. DDL: Fostering Student Engagement
4:00 pm to 4:50 pm
Convention Center - Pavilion 10

**K-12 blended teaching badges: Findings from a thematic analysis of blended teaching artifacts**
Presenter(s): Charles R. Graham, Brigham Young University
Contributor(s): Cecil R Short, Brigham Young University

The rising popularity of blended learning has caused some institutions to seek ways to measure pre-service teachers’ preparation for teaching in blended contexts. This research analyzed artifacts and teacher vignettes to uncover the tools and methods that experienced K-12 blended teachers are using to assist with blended instruction. This artifact analysis was then used to develop and pilot a series of badges related to finding, creating, and using tools that assist with blended teaching.

Using Student-Created Videos as An Assessment Strategy in Online Team Environments: A Case Study

Presenter(s): Jinxia He, Montclair State University; Xiaoxia Huang, Western Kentucky University

The study examined students’ perceptions on using student-created videos as an alternative assessment in online team environments. Participants included 82 pre-service teachers from a large university in the United States. Results indicated student-created video project promoted engagement, supported learning and helped develop essential skills for student future teaching. The team video project also enhanced collaboration skills for online teamwork. Best practices of using student-created videos as an assessment strategy will be discussed during the presentation.

257. DDL-New Board of Directors Meeting
4:00 pm to 4:50 pm
Convention Center - Ballroom C

258. e/merge Africa: An Exploration of Educational Technology Access and Collaborative Research Practices
4:00 pm to 4:50 pm
Convention Center - Conference Rm 1

An Exploration of Educational Technology Access and Collaborative Research Practices: An ecocultural perspective

Presenter(s): Nicola Pallitt, e/merge Africa, Rhodes University; Hannah M Grossman, UCLA; Amy Lomellini, Molloy College

Contributor(s): Alice Barlow-Zambodla, e/merge Africa

This panel reports on research into the collaborative practices of members of an international research collaborative. Mentors and mentees with diverse backgrounds (expertise, interests, age, workplace experiences, etc.) are geographically separated and engage online. This shared research project investigates dimensions of participants’ local contexts that both enable and constrain their abilities to connect and collaborate. We argue that there is a need to better understand ecocultural dimensions and that dominant notions of access are limited.

259. GSA: What is the Future of our Field?
4:00 pm to 4:50 pm
Convention Center - Conference Rm 4
Facilitator: Nate Turcotte, Penn State University

Presenters:
Thomas C. Reeves, The University of Georgia
Eugene Kowch, University of Calgary - Faculty of Ed
Barbara Lockee, Virginia Tech
Joi Moore, University of Missouri
John Curry, Idaho State University

Many of the technologies that we take for granted today were either in their infancy or nonexistent at the time AECT was founded in 1923. So, as the field continues to move forward, what does the future of this field look like? As we prepare for the unknown, what kinds of questions should we be asking? What should we be researching that will significantly contribute to our field? Panelists will share their vision for the future and discuss what contributions they think graduate students should consider making. This engaging session will consist of brief remarks by each of the panelists and discussions with the audience.

260. INTL Inspire! Growing Together with Social Media
4:00 pm to 4:50 pm
Convention Center - Conference Rm 11

Growing Together with Social Media: AECT Graduate Student Assembly Across Borders

Presenter(s): Sarinporn Chaivisit, Oklahoma State University; Younglong Kim, Oklahoma State University; Kae Novak, University of Colorado Denver; Nicole Wang, Penn State University

This proposal presents an inspire session on bringing AECT GSA Social Media to the nations. In this session, graduate students from different countries will participate in activities together. We will learn more about each other and spend time learning our research interests. Additionally, we will develop a global network through which we can connect to one another on social media. The purpose of this session is to connect graduate students internationally, so that we can keep in contact and inspire each other even after the conference. For example, if we would like to do international comparative research across countries,
we can find connections and give support. The ultimate goal of this session is to reach out to graduate students from many countries and improve research in various disciplines as well as educational systems across the globe.

261. LDC Inspire! Cross-Divisional Leadership
4:00 pm to 4:50 pm
Convention Center - Pavilion 9
Cross-Divisional Leadership: Building a Community of Leaders
Presenter(s): M. Aaron Bond, Virginia Tech; Leslie Blatt, School Media Technology Division; Doris U Bolliger, Old Dominion University; Sylvia Elaine Rogers, Auburn University; Heather Leary, Brigham Young University
As a leader in a division of AECT, your expertise is a valuable asset. The AECT Leadership Development Committee has prepared a special event for AECT and division leaders to engage in thoughtful reflection and conversation about what it means to be a leader in an all-volunteer organization. Join us for a lively discussion. This interactive session will allow opportunities to meet other leaders and learn from our respective experiences.

262. LED: Student Achievement
4:00 pm to 4:50 pm
Convention Center - Conference Rm 8
Addressing Longstanding Gaps in Engineering Students At-Risk of Non-Persistence Through Online Active Learning
Presenter(s): Daniel P Kelly, Texas Tech University
There is evidence that the incorporation of online active learning modules significantly addressed persistent gaps between at-risk and not-at-risk engineering students. This presentation will disseminate some preliminary findings of this long-term study and gather feedback as we further refine the materials and delivery model.

Differences between High- and Low-achieving Groups in Collaborative Task on Science Learning: An Eye-tracking Study
Presenter(s): Yuhe Yi, Department of Educational Information Technology, East China Normal University, Shanghai, China
Contributor(s): Xiaoxu Lu, Department of Educational Information Technology, East China Normal University, Shanghai, China; Jing Leng, East China Normal University
This study aims to examine the differences between high- and low-achieving groups in the way they gaze while learning. All the participants were instructed to study the same science material in a computer-based learning environment. Besides, they were allowed to discuss with their group members during the learning process. The eye-tracking technology was used to investigate their gaze behavior patterns. The results show that all the groups achieved better results in the post-test than the pre-test, with questions designed to examine the learning effect. What’s more, in the first half of the period, students in the high-achieving groups spent significantly more time inspecting texts, while students in low-achieving groups tended to spend significantly equal time inspecting both pictures and texts.

263. Meet the Editors Roundtables
4:00 pm to 4:50 pm
Convention Center - Pavilion 4
T01-Educational Media and Technology Yearbook
Presenter(s): Robert Maribe Branch, University of Georgia

T02-Educational Technology, Research & Development
Presenter(s): Lin Lin, University on North Texas; Patricia Young, Uni. of Maryland Baltimore Co.
Contributor(s): Tristan Johnson, Northeastern University

T03-Interdisciplinary Journal of Problem-based Learning
Presenter(s): Krista Glazewski, Indiana University; Xun Ge, University of Oklahoma
Contributor(s): Woei Hung, University of North Dakota

T04-International Journal of Designs for Learning
Presenter(s): Elizabeth Boling, Indiana University; Ahmed Lachheb, Indiana University School of Education
Contributor(s): John Baaki, Old Dominion University; Colin M. Gray, Purdue University

T05-Journal of Applied Instructional Design
Contributor(s): Don Robison, Old Dominion University

T06-Journal of Computer Assisted Learning
Contributor(s): Paul Kirschner, Open Universiteit Nederland

T07-Journal of Computing in Higher Education
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Presenter(s): Stephanie L. Moore, University of Virginia; Jill Stefaniak, University of Georgia; Camille Dickson-Deane, University of Technology, Sydney; Ross Perkins, Boise State University

T08-Journal of Formative Design in Learning
Presenter(s): Robert F. Kenny, Florida Gulf Coast University; Xiaoxue Wang, Florida Gulf Coast University; Glenda A. Gunter, University of Central Florida

T09-Journal of Research on Technology in Education
Presenter(s): Albert Dieter Ritzhaupt, University of Florida

Contributor(s): Kara Dawson, University of Florida

T10-Smart Learning Environments
Presenter(s): Dr. Kinshuk, University of North Texas
Contributor(s): Elliot Soloway

T11-Technology, Knowledge and Learning
Contributor(s): Dirk Ifenthaler, University of Mannheim; Benjamin Erlandson, Essential Complexity; Andrew Tawfik, University of Memphis; Maree Gosper, Macquarie University; Pablo Pirnay-Dummer, University of Freiburg

T12-TechTrends
Presenter(s): Charles Hodges, Georgia Southern University

T13-The Internet and Higher Education
Presenter(s): Vanessa Dennen, Florida State University

T14-Key Issues in Learning Design and Technology Book Series
Presenter(s): Linda L. Campion, East Carolina University; Cindy York, Northern Illinois University; Tonia A. Dousay, University of Idaho

Check the listing here and the table numbers to drop by and chat with editors from publications published by AECT and those within the field broadly.

264. OTP-Membership Meeting
4:00 pm to 4:50 pm
Convention Center - Conference Rm 13

265. RTD: Research in Higher Education D
4:00 pm to 4:50 pm
Convention Center - Ballroom B

From expository to refutation text: support for more direct instructional strategies for identifying and correcting misconceptions
Presenter(s): Tutaleni I. Asino, Oklahoma State Univ.

Contributor(s): General Mfanasibili Ntshalintshali, Penn State University

This paper reports a Category 1 completed study that tested declarative and conceptual learning outcomes of database concepts among college students pursuing Information Science bachelor’s degrees. Findings in the study indicate that knowledge at one level does not automatically guarantee similar levels of knowledge at other levels, that is, students performed differently between tests that assessed different types of knowledge. Results also suggested that confronting intuitive errors more directly (beyond merely reading) may be required to influence conceptual change and repair misconceptions.

266. RTD: Research Methods C
4:00 pm to 4:50 pm
Convention Center - Pavilion 6

Measuring the Interestingness of Videos Using Eye-Tracking, Facial Expression Recognition (FER), and Galvanic Skin Response (GSR)
Presenter(s): Tiantian Jin, Pearson
Contributor(s): Quincy Conley, Pearson; Dominique C Davis, Valorem

In this digital age, many face the challenge of capturing one’s attention and keeping one’s interest when presenting video content. In this experiment (N=42), data from eye-tracking, facial expression recognition (FER), galvanic skin response (GSR), along with surveys were used to identify the features of saliency in video stimuli that contribute to the interestingness of them. Results suggest that videos with animate objects and positive emotional tone are more effective at capturing viewers’ attention.

267. SICET Inspire! Publishing Issues, Tips, Cautions
4:00 pm to 4:50 pm
Convention Center - Conference Rm 7

Inspiring to Write and Publish High Quality Research: Issues, Tips, Cautions and Technology Tools
Presenter(s): Leping Liu, University of Nevada, Reno

The purpose of this proposed session is to (a) discuss some issues in research design, data analysis and writing that our beginning researchers are usually confronted with, and (b) introduce some tips and cautions in research writing and publication from the author’s over fifteen years’ editorial experiences in the field.
268. TED: Identifying Professional Development Patterns through Network Activities  
4:00 pm to 4:50 pm  
Convention Center - Conference Rm 9  
Visualizing Relationships Among Teacher Professional Development Resources: A Network Analysis Approach  
Presenter(s): Javier Leung, University of Missouri  
Web traffic is essential in measuring the use of online resources, but it does not provide a helpful representation of users’ navigation patterns. Visualizing web traffic as networks allow for examination of navigation patterns and most accessed entry points when searching for online materials. This presentation explores the most utilized search queries and overlapping navigation network patterns for three school years (2015, 2016, and 2017) in an online teacher PD platform called the EdHub Library.

Constructing Text Patterns from Teacher Online Professional Development Artifacts: N-grams and Association Rules  
Presenter(s): Javier Leung, University of Missouri  
Self-reflection is a key component in teacher and paraprofessional professional development growth. By text mining 278 self-reflective journals from an online teacher PD platform, three journal repositories provide text patterns and themes related to their PD experiences. In this text mining activity using n-grams and association rules, this presentation explores themes and word associations about school district goals, professional growth, and instructional strategies.

269. TIL Inspire! Technology Inclusive Music Classroom  
4:00 pm to 4:50 pm  
Convention Center - Conference Rm 10  
Technology Inclusive Music Classroom  
Presenter(s): Tami Fessenden, Florida Gulf Coast University  
Music education is at the forefront of a technological breakthrough within its’ K-12 classrooms. There are so many technological innovations that can be utilized in order to enhance the learning environment of the music classroom. From Quaver’s Marvelous World of Music to Smart Board learning platforms. There are endless possibilities in music education.
270. Birds of a Feather Working/Discussion Groups
5:00 pm to 5:50 pm
Convention Center - Paradise North

Birds of a Feather (BOAF) are working/discussion groups hosted by our divisions. The divisions have selected current and important topics for our field and identified specific working/discussion groups for like-minded members to join and discuss. A discussant is assigned to each working/discussion group table. Read the titles carefully. Our divisions have identified the general topic for discussion, and then each topic typically has a number of working/discussion groups and will be hosted at separate roundtables. At the end of the title identifies the specific working/discussion group. Select a working/discussion group table to attend for the entire 50-minute time period.

Chairs:
Michael M Grant, University of South Carolina
John Curry, Idaho State University

Culture, Learning and Technology
The CLT Division grew out of MIM (Minorities in Media), which was established as an interest and support group for scholars of color within a field that historically has seen very little diversity. Our key challenge ahead is setting - and clearly communicating to the larger field - what comes and does not come within the purview of our Division’s scholarship and practice. These discussions are intended to help advance that goal.

T01-Setting the Agenda for Scholarship & Practice in Culture, Learning and Technology: Defining “Culture” - Setting Parameters and Boundaries Working Group
T02-Setting the Agenda for Scholarship & Practice in Culture, Learning and Technology: Diversity as Disability/Special Needs - Combating Deficit Perceptions of Diversity Working Group
T03-Setting the Agenda for Scholarship & Practice in Culture, Learning and Technology: Mainstreaming - Sitting at the Big Table without being Assimilated/Diluted out of Existence Working Group
T04-Setting the Agenda for Scholarship & Practice in Culture, Learning and Technology: Understanding “Diversities” - Intersectionality, Complex Bodies, and Multiple Oppressions Working Group
T05-Setting the Agenda for Scholarship & Practice: Technology - The Digital Divide and the Myth of Technology and the Internet as Equalizing and Culturally “Neutral” Forces Working Group

Design and Development and Distance Learning
With the increasing need for online courses in higher education, instructional designers are being tasked with working with faculty members to transform traditional face-to-face curricula to online learning platforms. The Design and Development Division and the Division of Distance Learning would like to bring together researchers and practitioners working in higher education to discuss the challenges with promoting universal design practices in online learning environments. Furthermore, the goal of this session is to provide an opportunity to develop and share examples of activities and templates to help integrate pedagogical practices focused on Universal Design practices in the design of online courses in higher education.

T06-Universal Design for Designing Online Learning in Higher Education: Accessibility Working Group
T07-Universal Design for Designing Online Learning in Higher Education: Asynchronous Learning Working Group
T08-Universal Design for Designing Online Learning in Higher Education: Establishing Administrative Policies to Support UDL Working Group
T09-Universal Design for Designing Online Learning in Higher Education: Synchronous Learning Working Group
T10-Universal Design for Designing Online Learning in Higher Education: Use of Assistive Technologies Working Group

Design and Development
There is a growing need for instructional designers to be versed in user design (UX) practices. The purpose of this BOAF session is to provide a forum to bring together UX researchers and experts with instructional design faculty and practitioners to discuss challenges specific to teaching user design. Furthermore, the goal of this session is for the opportunity to develop and share examples of activities and templates to help integrate pedagogical practices focused on user design in instructional design courses.

T11-How to Teach User Design. Front-End Analysis working group
T12-How to Teach User Design. Learning Analytics working group
T13-How to Teach User Design. Rapid Prototyping working group
T14-How to Teach User Design. Trends in User Design working group
T15-How to Teach User Design. Usability Methods working group

International
While the field of instructional design and technology unites us, there are differences in what researchers and practitioners prioritize depending on important social and cultural factors. In short, what is considered “innovative” and how such innovations are implemented varies from country to country. Accordingly, this session gives researcher(s) from 4-5 countries an opportunity to introduce and discuss what is being prioritized and why within their countries/regions. The goal of the session is to create an opportunity for researchers and practitioners to share and discuss recent trends, relevant projects, and possible future collaborations.

T16-Innovative Technology Uses for Education from Across the Globe : Africa - The e/merge Africa Network
T17-Innovative Technology Uses for Education from Across the Globe: China - Artificial Intelligence in Education
T19-Innovative Technology Uses for Education from Across the Globe :India - App as an Educational and Effective Communication Tool in K-12, University & Social Contexts
T20-Innovative Technology Uses for Education from Across the Globe : Korea - Virtual World in Education
T21-Innovative Technology Uses for Education from Across the Globe : US - Promoting Diversity in Computer Science Education”
Leadership Development
In this session, we will discuss transitioning from one setting to another (e.g. PhD student to adjunct, Industry to higher education) and what you need to know to market yourself, stay relevant, and who has experience in these transitions.

T23-Transitioning from one setting to another: Faculty to Administrator Working Group
T24-Transitioning from one setting to another: PhD to Adjunct Working Group
T25-Transitioning from one setting to another: PhD to Higher Education Working Group
T26-Transitioning from one setting to another: K12 to Higher Education Working Group

Organization Training and Performance
The Bureau of Labor Statistics identifies non-academic sectors as holding the greatest opportunities for employment for instructional/learning designers. University-based programs do a solid job of arming future designers with the technical skills needed to perform their jobs. Are they also preparing them for the non-technical aspects (culture, stakeholders, etc.) that affect their ability to perform their jobs? Discussion will focus on preparation for careers in private, for-profit, non-profits and NGOs.

T27-Preparation for the Non-Academic Workplace: Career Possibilities Working Group for non-profits and NGOs
T28-Preparation for the Non-Academic Workplace: Career Possibilities Working Group for private and for-profits and NGOs

Research & Theory
This Birds of a Feather session focuses on building strong academic programs in our field. During this interactive session, participants will discuss the current practice and desired future direction of our academic programs regarding various dimensions such as curriculum renewal, student advising, relations with the professional community, talent development, program advocacy, program research and so forth.

T29-Building Strong Academic Programs: Interdisciplinary Programs Working Group
T30-Building Strong Academic Programs: Online Doctoral Programs Working Group
T31-Building Strong Academic Programs: Residential and Online Masters Programs Working Group
T32-Building Strong Academic Programs: Residential Doctoral Programs Working Group
T33-Building Strong Academic Programs: Undergraduate Programs Working Group
T35-Research Methodologies: Educational Data Mining and Learning Analytics Working Group
T36-Research Methodologies: Meta-Analysis and Meta-Synthesis Working Group

Systems Thinking and Change
The lack of a solid systems thinking foundation inspired this session topic. Foundations include field-accepted systems thinking theories, novel systems thinking theories, and systems thinking practice in K-12, higher education, and non-academic, organizational settings. This collaboration session functions as an open discussion about the foundations of systems thinking within each group. A collaborative resource page is generated and shared with all participants. This session is relevant for novel and seasoned systems thinking researchers and practitioners.

T37-Foundations of Systems Thinking: Theory, Practice, and Setting: Accepted Systems Thinking Theories
Teacher Education
Whether preparing teachers, corporate designers, military or healthcare trainers, or non-profit consultants, copyright affects us and our learners. Yet, how and when do educational technology programs discuss these issues with learners? This session encourages attendees to share their stories, successes and challenges as they discuss how the topics of copyright, fair use, creative commons, and open education resources are introduced and applied in their programs.

Technology Integrated Learning
Critical thinking skills are important for 21st century learning to high stakes state assessments and standardized curriculum. Technology helps teachers create learning environments that engage and create critical thinking skills in the classroom.

Future research needs in K-12 Online and Blended Learning
Technology Integration in K-12 and the gate keepers
Universal Design Learning in Online Environments
Does Technology Help Boost Student Critical Thinking Skills
271. **AECT: Book signing- Lessons in Leadership in the Field of Educational Technology**

6:00 pm to 7:00 pm

*Convention Center - Pavilion Walkthru-Events*

This is your opportunity to have your book signed and meet the authors of the chapters in “Lessons in Leadership in the Field of Educational Technology.” Please join Chris Miller, Anthony Pina, Robert Doyle, Alison Carr-Chellman, Jason Huett, Linda Campion, Jason Rhode, Camille Dickson-Deane, Tom Hergert, Barbara Lockee, Bruce DuBoff, Katsuaki Suzuki, Phil Harris, Pat Miller, Maria Avgerinou, Robert Reiser and Brent Wilson.

272. **D&D-Awardee Presentations**

6:00 pm to 7:30 pm

*Convention Center - Ballroom A*

Chair: Ike Choi and Jasmine Choi

**Outstanding Journal Award** (Chair: Dirk Ifenthaler)

*Justin Sentz*, Shippensburg University; *Jill Stenfaniak*, University of Georgia; *John Baaki*, Old Dominion University; *Angela Eckhoff*, Old Dominion University

*How do instructional designers manage learners’ cognitive load?*


**Outstanding Book Award** (Chair: Karen Kaminski)

*Richard E West*, Brigham Young University

*Foundations of learning and instructional design technology:*


**Outstanding Practice Award** (Chair: Brenda Bannan)

*SAVE Group*: Ikseon Choi, Sejunw Kwon, Katie Walters, Yeonjoo Ko - Research and Innovation in Learning (RAIL), The University of Georgia, U.S.; Raymond Cho, Claire Chung - Globepoint, Inc., Republic of Korea; Heng Luo, Tingting Yang, Central China Normal University, China; Young-kwon Bae - Daegu National University of Education, Republic of Korea. Presenters: Ike Choi & Heng Lue

Project Name: *A Scenario-based Authentic Virtual Environment for Children’s Pedestrian Safety Education Program (SAVE4Children)*: Its Design, Implementation, and Potential Impacts

273. **INTL-International Division: Annual Silent Auction**

6:00 pm to 7:00 pm

*Convention Center - Pavilion 3*

274. **SICET-Dinner at Silk Road Asian Bistro**

6:00 pm to 8:00 pm

*Convention Center - Westgate Locations*

275. **STC Mix & Mingle Event**

6:00 pm to 7:30 pm

*Convention Center - Ballroom D*

Chair: *Suha Tamim*, University of South Carolina

The Division of Systems Thinking and Change invites you to attend our Mix & Mingle Event! Join us and visit with old friends, make new friends, learn more about the division, become involved, and get to know the people behind the “screen.” This is a casual event, and refreshments are provided. Bring a friend and join in the fun! Open to all current and potential STC members.

276. **INTL-International Division: Dinner Buffet**

(preregistration only)

7:00 pm to 8:00 pm

*Convention Center - Pavilion 3*

Systems Design and Technology doctoral student, attendees collaborate, investigate sources, and leave inspired to protect student privacy.
277. Mid-Career Reception
7:00 pm to 8:30 pm
Convention Center - Conference Rm 3
Chair: Laura E Gray, University of the West Indies

278. INTL-International Division: Annual Live Auction
8:00 pm to 9:30 pm
Convention Center - Pavilion 3

279. AECT Quiet Room-Thursday
5:00 am to 7:30 pm
Convention Center - Conference Rm 6

280. Fun: Walk/Run
6:45 am to 8:00 am
Convention Center - Pavilion Walkthru-Events
Chair: Regina Kaplan-Rakowski, University of North Texas
Check out Las Vegas on foot......join us for the 10th annual AECT fun run and be Inspired! We will be running 5-10k (distance dependent on runners preferences) around the neighborhood. All paces and walkers welcome. Meet Regina at the Paradise Event Center Foyer.

281. AECT Design & Development Competition supported by NATO ACT Breakfast (by invitation only)
7:00 am to 7:50 am
Convention Center - Westgate Locations
Presenter(s): Sarinporn Chaivisit, Oklahoma State University; Thanh Do, Oklahoma State University; Younglong Kim, Oklahoma State University; Ayodeji Ibukun, Oklahoma State University; Tutaleni I. Asino, Oklahoma State University
(Note: Pre-registration required) This two hour workshop will introduce the participants to a platform for creating an Augmented Reality (AR) app. Our goal is to help participants gain confidence in integrating AR into their professional portfolios. Participants will create their own materials such as resumes or instructional artifacts with the Zappar app.

282. CLT-New Board of Directors Meeting
7:00 am to 7:50 am
Convention Center - Ballroom C

283. Intern Meeting - 3 Thursday
7:00 am to 7:50 am
Convention Center - Conference Rm 3
Chair: Megan Conners Murtaugh, Independent Consultant

284. Morehead State Doctoral Seminar - 3 Thursday
7:00 am to 7:50 am
Convention Center - Conference Rm 13

285. 31-Wa I-Zap-U-Zap-We-all-Zap: Creating Augmented Reality Artifacts for Instruction and Professional Brand Using Zappar
8:00 am to 9:50 am
Convention Center - Ballroom D
Presenter(s): Sarinporn Chaivisit, Oklahoma State University; Thanh Do, Oklahoma State University; Younglong Kim, Oklahoma State University
(Note: Pre-registration required) This two hour workshop will introduce the participants to a platform for creating an Augmented Reality (AR) app. Our goal is to help participants gain confidence in integrating AR into their professional portfolios. Participants will create their own materials such as resumes or instructional artifacts with the Zappar app.

286. 31-Wb Invited Workshop- Hands-on: Connected Learning with Microsoft Teams
8:00 am to 9:50 am
Convention Center - Ballroom E
Presenter(s): Dominic Williamson, Microsoft
(Note: Pre-registration required) Microsoft Teams is the digital hub that brings conversations, content, assignments, and apps together in one place. Experience how academics like Dr. Kellermann (watch the video) have used Teams to increase student collaboration and create active student learning communities. You already own Microsoft Teams for Education as it’s free for all staff and students, if you don’t already have access ask your IT department. For this workshop bring your laptop, tablet, and smartphone with the Teams app installed (see https://teams.microsoft.com/download).

287. 31-Wc What is the Future Like? Speculative Methods in Learning, Design, and Technology
8:00 am to 9:50 am
Convention Center - Ballroom F
Presenter(s): George Veletsianos, Royal Roads University; Olga Belikov, Brigham Young University
Contributor(s): Nicole Johnson, Open University of Catalonia
(Note: Pre-registration required) This workshop will involve the introduction and exploration of speculative research methods as they apply to learning, design, and technology. It will include three portions (1) presentation of foundational knowledge, (2) application of knowledge, and (3), a roundtable discussion of learning and application of knowledge beyond our workshop.

288. 31-Wd Flip Your PD: Top Tips and Tools For Creating PD Videos
8:00 am to 9:50 am
Convention Center - Ballroom G
Presenter(s): Nancye Blair Black, Teachers College, Columbia University
(Note: Pre-registration required) A Flipped PD approach
to professional development provides personalized, just-in-time teacher education that works! Make the most of your PD efforts by learning how to create and integrate powerful flipped PD videos from a nationally recognized educator and instructional designer who will share her favorite strategies and tools.

289. AECT Foundation Board of Trustees Meeting II
8:00 am to 10:30 am
Convention Center - Executive Boardroom
Chair: Chris Miller, Morehead State University

290. CLT Inspire! Online Microaggression
8:00 am to 8:50 am
Convention Center - Pavilion 9

Online Microaggression: Striving for Equitable and Inclusive Learning Environments
Presenter(s): Kae Novak, University of Colorado Denver; Brent G. Wilson, U of Colorado Denver

Online microaggression continues to be a barrier faced by instructional designers and online educators who strive to develop and support inclusive online environments. Many institutions look to their student codes of conduct or netiquette policies; however, these policies may not sufficiently address the full range of online incivility. This Inspire session will cover strategies for when discourse turns into online microaggression.

291. D&D: Computational Thinking Practices in Elementary Education
8:00 am to 8:50 am
Convention Center - Ballroom B

Exploring 6th-grade students’ CT concepts and practices
Presenter(s): Kyungbin Kwon, Indiana University; Meina Zhu, Indiana University; Fatih Gok, Indiana University
Contributor(s): Anne Ottenbreit-Leftwich, Indiana University; Thomas Brush, Indiana University; Minji Jeon, Indiana University

In this study, we examined 26 elementary students’ understanding of the computational thinking (CT) concepts and CT practices (deciding topics, decomposing tasks, developing programs, demonstrating programs) while they applied these skills during a Scratch development project. We found that student understanding of CT concepts had improved, but they still lacked debugging skills. Decomposition of tasks needed to be guided so they could identify important subtasks. Abstraction and parallelism were the most challenging CT practices.

A Literature Review: Fostering Computational Thinking in Elementary Schools Through Game-Based Learning
Presenter(s): Cansu Tatar, North Carolina State University
Contributor(s): Deniz Eseryel, North Carolina State University

A systematic review was conducted to explore how game-based learning methods support elementary school students’ computational thinking (CT) abilities. Related literature since 2010 was examined by regarding specific keywords such as computational thinking, gamification, and digital games. The findings of this study will be presented with a focus on the implications of different game-based learning (GBL) methods for enhancing CT in-class activities.

292. DDL: Perceptions on Course Quality and Competencies
8:00 am to 8:50 am
Convention Center - Ballroom C

Teacher Candidate Students’ Perception toward Online Course Quality
Presenter(s): Danh Ngoc Nguyen, Texas Tech University; Jongpil Cheon, Texas Tech University

This study determined teacher candidate students’ perception of online course quality and factors impacting to their course satisfaction and perceived learning. The results showed that facilitation and instructional strategies were significant factors, and there were the positive relationships between self-efficacy and students’ course satisfaction and their perceived learning. The more findings and implications will be discussed to support instructors to design effective online courses to meet students’ demand and satisfaction.

Exploring Perceptions of Online Teaching Competencies in Higher Education
Presenter(s): Charles R. Graham, Brigham Young University; Heather Leary, Brigham Young University; Tadd S Farmer, Purdue University
Contributor(s): Cade Dopp, Brigham Young University; Matt Cheney, Brigham Young University; Zach Simmons, Brigham Young University

Online learning has become an integral part of institutions of higher education, creating a need for effective online instructors. This study explored the dispositions and skills of novice and expert online instructors. Using thematic networking analysis, we explored online teaching competencies in a large undergraduate online
program in the U.S. This presentation reports on the four global categories (dispositions, pedagogical skills, technology skills, and administrative skills) discovered through interviews with online instructors and leaders.

293. DDL: Thoughts on Educational Technology Usage
8:00 am to 8:50 am
Convention Center - Pavilion 10

Productive Professors Persuasions: Technology to Support Teaching and Learning at a Distance
Presenter(s): Kimberly N LaPrairie, Sam Houston State University; Marilyn Rice, Sam Houston State University
This session will focus on the functional integration of technology into teaching and learning in distance education. Come discover how to leverage various cloud-based technology tools to engage diverse learners, individualize curriculum, assess learning, and much more. Real world examples of successful technology implementation will be presented. Bring a web connected device for a more interactive session.

Tweeting the Days Away: Inspiring Professional Learning through an Engaged Online Presence
Presenter(s): Nandita Gurjar, University of Northern Iowa
This session shares insights from course-embedded Twitter experience, and how it facilitated professional learning for online graduate students (N=19). The audience engagement will occur through interaction with the course hashtag. The tweet analysis revealed student agency, sharing of effective practices, metacognitive thinking, social justice advocacy, outspoken views on educational policies and assessment practices, and a disposition to learn. Student perception of inspiring professional learning was based on student self-efficacy with Twitter.

294. D&D: Strategies Promoting the Use of Virtual Reality
8:00 am to 8:50 am
Convention Center - Ballroom A

The Creations of a Virtual Campus – Enabling Online Education with VR
Presenter(s): Hao He, University of Missouri Columbia; Minh Thi Ngoc Pham, University of Missouri, Columbia, USA; Xinhao Xu, University of Missouri-Columbia; Gayathri Sadanala, University of Missouri, Columbia
Contributor(s): Jhon Bueno, University of Missouri-Columbia
This presentation will introduce how the researchers designed and created a 3D virtual reality learning environment (3D VRLE) by using OpenSimulator to provide an immersive learning experience for distance learners. The presentation introduces the design and development process of the VRLE, and how the researchers conducted a pilot teaching research project. It also talks about the problems, solutions, and lessons from the research study, ending with some future plans.

An Interactive 3D VR Microfabrication Cleanroom Lab Training
Presenter(s): Xinhao Xu, University of Missouri-Columbia; Lin Zhong, Southern Illinois University Carbondale
Contributor(s): Fang Wang, University of Missouri-Columbia
Immersive VR technology, enabled by headsets and embodied devices, is changing the way institutions and organizations train students and employees. This study is to build and test a 3D interactive virtual microfabrication cleanroom lab using the cutting-edge virtual reality, to collect and analyze user experience and learning outcome, and investigate its effectiveness in education. The purpose is to test whether such a virtual-lab can deliver satisfactory quality of trainings as in a conventional physical lab.

295. DELT: Digital Learning Environments
8:00 am to 8:50 am
Convention Center - Conference Rm 12

Exploring a Model for Predicting Achievement with LMS Activities
Presenter(s): Hyeon Woo Lee, Sangmyung University
Contributor(s): Jong Moon Lee, UBION CO.,LTD.; Yoon Mi Cha, Sangmyung University
This study aims to 1) investigate the relationship between students’ behavioral log data and academic achievement in the Learning Management System, and 2) explore the possibility of predicting academic achievement with the data accumulated through the learning management systems. In this session, we will present the difference of the behavioral log data according to their grades by the week, and a model predicting college students’ achievement using multinomial logistic regression.

Electronic Synchronous Multi-Site (e-SyMS) learning:
Design & research recommendations
Presenter(s): Tonia A. Dousay, University of Idaho; Alison Carr-Chellman, University of Idaho
Contributor(s): Allen Kitchel, University of Idaho
This session focuses on a common form of distance learning, the combination of online and synchronous learning employing multiple sites, updated for emerging technologies and practice. This presentation elucidates the theory of the Electronic Synchronous Multi Site (e-SyMS) model, describing how it differs from other similar models such as e-learning, hybrid, blended, and other modalities. Design recommendations, based on past guidelines across similar modalities, support methodological approaches and physical site configuration in this new model.

296. FR: Saudi Female Students’ Perceptions of E-learning
8:00 am to 8:50 am
Convention Center - Conference Rm 7

Saudi Female Students’ Perceptions of E-learning as a Method for Empowerment and Equal Educational Opportunities
Presenter(s): Craig Erschel Shepherd, University of Memphis; Ali Alshammari, University of Tabuk; Doris U Bolliger, Old Dominion University
Contributor(s): Tahani Aldosemani, Prince Sattam University

This research aims to present a study that surveys, tests, and compares the effectiveness of current teaching and learning methods for females taught by males in Saudi universities such as, closed-circuit television, teleconferencing, classroom with partition, compared to E-learning methods from female students’ perspective. There is a deficit in research regarding this area and how can E-learning solutions provide more opportunities of equal treatment, communication, and accessibility as male instructors.

297. GSA: How-To on Grant Writing
8:00 am to 8:50 am
Convention Center - Conference Rm 4

Facilitators:
Beheshteh Abdi, Northern Illinois University
Michelle Loo, University of South Alabama, Innovation in Learning Center

Presenter: Donna Martin, Northern Illinois University

Come learn some grant writing tips for new academics and post doctoral fellowships. In this session, audience members will develop an understanding of the grant process and the elements of a competitive grant proposal, and learn how to prepare and position their work for grant writing as a future, early career investigator.

298. INTL: Digital Environments: Student Perceptions of Readiness and Self-Regulation
8:00 am to 8:50 am
Convention Center - Conference Rm 11

Students’ Perception Towards their Self-Regulated Learning Skills in an Adaptive Learning Environment (ALEKS System)
Presenter(s): Hoda Harati, Northern Arizona University; Chih Hsiung Tu, Northen Arizona University

This study focuses on the self-report opinionnaire developed to inquire about the experience of Adaptive Learning (AL) students in participating in an AL course delivered as a hybrid classroom (Online adaptive and in-person). This opinionnaire seeks how AL environment helps students to develop their Self-Regulation Learning Skills (SRL). The opinionnaire contained 13 questions focusing on 8 aspects of SRL skills to gather students’ experiences while working with this new learning system (ALEKS in this study).

Using TAM to Determine Student Perception of eLearning Readiness in Kazakhstan
Presenter(s): Ross Perkins, Boise State University; Brett Shelton, Boise State University
Contributor(s): Tony R. Hetrick, Boise State University; Jui-Long Hung, Boise State University

This study used TAM to assess the readiness of students to engage in elearning in Kazakhstan. The research compared the results of the TAM analysis of student perceptions of a learning management system (LMS) to elearning studies in developed countries to examine if the determinants are the same. Research found that TAM was unpredictable. Perceived ease of use’s (PEOU) significant impact on perceived usefulness was the only similarity to studies in developed countries.

299. Journal of Formative Design in Learning Board
8:00 am to 8:50 am
Convention Center - Pavilion 3
Chair: Robert F Kenny, Florida Gulf Coast University

300. OTP: Are Instructional Design Graduates Ready
8:00 am to 8:50 am
Convention Center - Conference Rm 1

Are instructional design graduates ready for the real world?
Presenter(s): Anna Rose Leach, University of Arizona; Cara North, The Ohio State University
Contributor(s): Ana-Paula Correia, The Ohio State University; Myra Roldan, Amazon, AWS Educate
Programs designed to educate instructional designers provide them with a knowledge of applicable theories and a portfolio of tools, but is it enough? Multiple settings including academia and industry, have explicit needs that they expect each prospective employee to have beyond theory and principles. A panel discussion will review the current needs of instructional designers from the perspective of graduate students, academic program leaders, and prospective industry employers.

301. Pre-Service Teacher Strategies
8:00 am to 8:50 am
Convention Center - Conference Rm 8
Participants
AOT-A Proposed Framework of Online Collaborative Note-taking Strategy in Self-Regulation Learning to Promote Instructional Design Practice for Pre-Service Teacher
Presenter(s): Suthanit Wetcho, Chulalongkorn University
Contributor(s): Jaitip Nasongkhla, Chulalongkorn University
Pre-service teacher who likely to pursue a career in the education system needs to develop core competency and functional competency. The curriculum and learning management is listed as the most important part of professional development which Self-Regulation Learning is a crucial tool to control responsibility. This study proposed a framework of online collaborative note-taking strategy which brings the benefit from reflective learning contexts and the collaborative learning in social-cognitive perspective together during the supervised field-based teaching experiences.

Technology Portfolio: A Way of Exploring Pre-Service Teachers’ Technology Knowledge
Presenter(s): Erol Uzan, Ataturk University
The purpose of this session is to share examples of six senior-year secondary PSTs’ work and discuss the theoretical frameworks used to identify the types of technological tools PSTs select for their technology portfolio in order to explore their TK. Implications for teacher education will be discussed by responding to the question of “How can teachers’ knowledge for teaching with technologies be developed and transformed through pre-service learning experiences?”

302. RTD: Immersive Learning Environments A
8:00 am to 8:50 am
Convention Center - Pavilion 11
An Empirical Study of the Effect of Immersive Virtual Environment on Achievement, Motivation and Cognitive Load
Presenter(s): CHU LIU, East China Normal University
Virtual reality has become a so hot technology in various fields. In order to explore its applying effects on learners’ achievement, motivation and cognitive load when it used in the classes, we design an experiment and through questionnaires to get the real data and get related conclusion.

Application of Self-explanation Learning Strategy During an Instructional Simulation
Presenter(s): Ginger S Watson, University of Virginia
Contributor(s): Paul MacLoughlin, NA; Mary Enderson, Old Dominion University
Research suggests instructional simulations and the self-explanation learning strategy independently drive learning outcomes. This presentation shares experimental findings from a study combining both approaches across treatments differentiated by prompt type (closed/open) and activity type (overt/non-overt). Results indicate that when used in conjunction with an instructional simulation, closed prompts and overt activity are more effective and efficient in driving learning outcomes when compared to open prompts and overt activity, and open prompts and non-overt activity.

303. STC: Implementating Competency and Performance-Based Learning in Higher Education Settings
8:00 am to 8:50 am
Convention Center - Conference Rm 14
A Formative Research for Implementation of Competency-Based Personalized Learning (CBPL) in Higher Education
Presenter(s): Minkyoung Kim, University of West Florida; Heather Womersley, University of West Florida
Competency-Based Personalized Learning (CBPL) has gained growing interest. CBPL emphasizes maximizing learner engagement, closing learning gaps, and helping students meet their learning needs. While many researchers provided a comprehensive guide to implementing a successful CBPL model in K-12 classrooms, the research on CBPL in higher education classrooms, specifically in an online learning environment, is scant. Using a formative research method, this study will develop a series of guidelines to implement CBPL in higher education online classrooms.

[NR]The performance-based learning model for higher education systems: Conceptual framework and expected applications
Contributor(s): Scott Joseph Warren, University of North Texas; Lynne Cagle Cox, University of North Texas; Karina Ramos, University of North Texas.

This session will discuss a proposed, scalable higher education model called performance-based learning. It is intended to deviate from the current higher education model as a means of fostering innovation in higher education settings through applying the lens of complex systems engineering. Learning outcomes in this model are determined by which pedagogical models and supplemental learning technologies best support increasing the absorptive capacity (Volberda, Foss, & Lyles, 2010; Cohen & Levinthal, 1990) of the university as a supplier firm (that provides certified workers with a standardized, though flexibly adaptive body of knowledge and skills to external corporations).

### 304. TED: Educator Perceptions of Mobile Learning and their Integration Intent

8:00 am to 8:50 am  
Convention Center - Conference Rm 9

**University teachers’ m-learning approach adoption:**  
Integrating m-technology and m-pedagogy factors into a behavioral intention model  
Presenter(s): Xiaoxue YU, East China Normal Univ.  
Contributor(s): Yiling Hu, East China Normal Univ.; Bian Wu, East China Normal Univ.

In universities, ICT infrastructure and mobile device ownership of both teachers and students is developing rapidly. However, the adoption of mobile technology in class to foster 21st century teaching and learning remains scarce. To explore the critical impact factors of m-learning approach adoption by university teachers, this survey study aims to evaluate a revised behavioral intention model using structural equation modeling. The study will contribute to our understanding of ICT adoption in higher education settings by extending the original behavioral intention model to integrate factors from both technological and pedagogical perspectives.

### Preparing Students to Integrate Mobile Technology into Elementary Education

Contributor(s): Hua Bai, Northeastern Illinois University

This paper reports an exploratory effort in preparing teacher education students for mobile learning. Twenty-three elementary education students participated in the study. Data were collected from their online discussion posts, projects and responses to survey items. The participants’ perceptions of mobile learning, their intended implementation of mobile technology in teaching practice and the challenges they anticipated were examined. Implications and recommendations will be discussed regarding the knowledge of mobile apps, pedagogical practices and some non-instructional issues.

### 305. TED: Examining Teacher Comfort to Integrate Technology-B

8:00 am to 8:50 am  
Convention Center - Conference Rm 10

**Professional Development Teacher Institute for Integrating Standards, 21st-Century Skills, and Technology**

Presenter(s): Sang Joon Lee, Mississippi State University; Pamela Kay Scott Bracey, Mississippi State University; Kun Huang, University of Kentucky; Joanne E. Beriswill, Mississippi State University

Global Academic Essentials Teacher Institute was a professional development institute for secondary teachers in Mississippi, which was designed to help integrate standards and technology into their classroom. This study examined if there were changes in teacher’s TPACK scores before, immediately after, and eight months after participating. The findings showed that the institute influenced their knowledge of teaching and technology as well as their confidence in integrating the standards, teaching with technology, and teaching 21st-century skills.

### 306. AECT Invited Session—What Every Educator Should Know about Copyright & Trademarks

9:00 am to 9:50 am  
Convention Center - Conference Rm 7

**Invited Session—What Every Educator Should Know about Copyright & Trademarks**


This invited session will present an overview intellectual property as it applies to education. It will cover copyright fundamentals, focusing on recent developments in the field. It will also deal with trademark law as applied to educators and educational institutions as well.

### 307. CLT: Critical Approaches to CLT Issues

9:00 am to 9:50 am  
Convention Center - Conference Rm 10

**Critical Dialogue: Can It Happen Online?**

Presenter(s): Melissa Warr, Arizona State University  
Contributor(s): Carrie Sampson, Arizona State Univ.

Although learning theories have guided important research in online learning, studies highlighting...
online critical discourse of students’ cultural and social contexts are sparse. In this presentation, we will invite participants to experience an online discussion modality and reflect on whether the modality might support critical dialogue. We will compare session participants’ conjectures with what we have found in our research of critical dialogue in an online graduate course and discuss implications for design and research.

**Negative Freedoms in Instructional Technology**  
Presenter(s): *Amy C Bradshaw*, University of Oklahoma  
Contributor(s): *Mashiur Shaon Rahaman, Beth Simpson*, University of Oklahoma

Although instructional technologies allow affordances regarding information access and modes of engagement, the general culture of our field also affords “negative freedom” from interrogating our underlying epistemological stances and pedagogical approaches, and from ensuring beyond the most shallow levels that our educational practices are equitable and inclusive. Cherry picking promising potentials while ignoring harmful possibilities, contributes to a paradox that problems we ostensibly mitigate via tech solutions, may actually be exacerbated by those same solutions.

### 308. D&D: Developments in OER Texts
**9:00 am to 9:50 am**  
*Convention Center - Ballroom B*

**Forgetting “Book” and Designing for Open: An OER Design Case**  
Presenter(s): *Vanessa Dennen*, Florida State University  
Contributor(s): *Lauren Bagdy*, Florida State University

This paper reports the design case of a shift from a traditional textbook to OER. Reporting on initial needs analysis through the formative evaluation of the beta version, this case documents the design and development decisions that were made. Findings show that students were more likely to engage with the OER than the traditional textbook. Lessons learned focus on the conceptualization of book and how to design with the 5 Rs of open in mind.

**Redesigning an Open Textbook to Record and Display Student Activity**  
Presenter(s): *Ariana Eichelberger*, University of Hawaii at Manoa

The University of Hawaii recently adopted and customized the OpenStax Biology textbook to include additional interactive and assessment elements. Student activity data is recorded and learning analytics are displayed back to students and instructors through new textbook dashboards. The text was piloted in Fall 2018 with 463 students. This presentation will showcase the redesigned text, describe the redesign and implementation process and share student feedback gathered via survey at the end of the pilot semester.

**309. D&D Inspire! GIT into It**  
9:00 am to 9:50 am  
*Convention Center - Ballroom A*

[NR]Git into It: Harnessing the World's Most Popular Open-Source Software Platform for Education  
Contributor(s): *Noah Koubene*, The Citadel, the Military College of South Carolina

This Inspire! session will introduce participants to Git and GitHub for version control, collaborative editing, and hosting of projects. Attendees will receive an overview, a setup and configuration walkthrough, and interact as a group with a real project on GitHub – all with a special focus to the platform’s relevance to the development and dissemination of cutting-edge educational tools and resources. Participants should bring a laptop computer with administrator permissions and MacOS or Windows installed.

**310. DDL: Instructional Design in Action**  
**9:00 am to 9:50 am**  
*Convention Center - Pavilion 10*

**Using FlipGrid as a Tool to Foster Social Presence Within a Community of Inquiry**  
Presenter(s): *Laura Stapleton*, Old Dominion University  
Contributor(s): *John Baaki*, Old Dominion University

This session will review a pilot study which examined social presence within the context of an online non-STEM undergraduate asynchronous mathematics course. Using Flipgrid, a social learning platform, three elements of social presence were examined within the creation of learner’s mathematical video discussion posts. Embracing this year’s theme – Inspired Professional Learning. Inspired Learning Professionals, this study explores pedagogical strategies to inspire learners to engage with content and use technology to form connections when asynchronous.

**English as a Foreign Language Tutoring Online: Analyzing Metacognitive Skills and Instructional Scaffolding**  
Presenter(s): *Cristiane R. Vicentini*, University of
Miami; Nam Ju Kim, University of Miami
This case study examines online tutoring sessions between English as a Foreign Language (EFL) learner and a tutor. Qualitative data (e.g., screen capturing and audio recording) were collected to i) gauge the learner’s development of metacognitive skills (e.g., needs awareness, self-monitoring, error correction); and ii) identify types of instructional scaffolding used during the lessons. Findings demonstrate the learner’s active use of metacognitive skills during lessons, and the tutor’s frequent use of conceptual and metacognitive scaffolding.

311. DDL: Reaching Students Where They Are
9:00 am to 9:50 am
Convention Center - Pavilion 9
Synchronous Online Peer Tutoring Via Video Conferencing Technology: An Exploratory Case Study
Presenter(s): Patrick Lowenthal, Boise State University
Contributor(s): Chris Smith, North Carolina Virtual Public School; Chareen Snelson, Boise State University; Dazhi Yang, Boise State University
This study analyzed the lived experiences of peer tutors who provide synchronous online tutoring services at a public, four-year university. Participants consisted of students who were hired as peer tutors as well as students that utilized the online peer tutoring service. Data collection and analysis included semi-structured individual interviews and observations. Findings from this study can help improve and further expand the use of synchronous online peer tutoring in higher education.

312. DELT: Virtual Reality and Exceptional Education
9:00 am to 9:50 am
Convention Center - Conference Rm 12
Virtual Reality in Special Education According to the Immersion Levels: A Literature Review
Presenter(s): Yusuf Murat Ozdemir, Texas Tech Univ.
In this study, a literature review was conducted to understand the virtual reality use in special education depending on immersion level, technology variety and competencies. Studies were categorized depending on the technology used, skill targeted and level of immersion. Technology variety presented different technological devices used in VR studies. Target skills explained the preferred skills that will be developed with VR interventions. Level of immersion determined the level of senses included in VR learning setting.

Supporting Youth with Autism Learning Social Competence: A Comparison of Game- and Nongame-based Activities in 3D Virtual World
Presenter(s): Xianhui Wang, Central China Normal University; Wanli Xing, University of Florida
Contributor(s): James M. Laffey, University of Missouri
This study explored youth with Autism Spectrum Disorder (ASD) learning social competence in the context of innovative 3D virtual learning environment and the effects of gaming as a central element of the learning experience. The empirical study compared the social interactions of 11 adolescents with ASD in game-and nongame-based 3D collaborative virtual learning activities in the same social competence training curriculum. We found a significant difference in autistic youth’s social performance.

313. GSA: Why You Should Be Present in Your Professional Organization
9:00 am to 9:50 am
Convention Center - Conference Rm 4
Facilitator: Beheshteh Abdi, Northern Illinois University
Presenter: Michael M Grant, University of South Carolina
Come hear from AECT President and Las Vegas Conference Planner, Dr. Michael Grant, as he shares the reasons behind why you should be present in your field’s professional organization.

314. INTL: International Students Becoming Faculty
9:00 am to 9:50 am
Convention Center - Conference Rm 1
International Students Becoming Faculty: Shared Goals, Multiple Pathways, and Diverse Experiences
Presenter(s): Danilo M. Baylen, University of West Georgia; Kei Tomita, Kennesaw State University; Xiaoxue Wang, Florida Gulf Coast University; Jin Mao, Wilkes University
This panel discussion session brings together a group of experienced and new faculty members in instructional technology who were former international students in American universities. The panelists will describe and discuss critical experiences and strategies that helped them manage their job search experiences. In addition, they will address the challenges of building a strong curriculum vitae as well as successful campus interviewing and professional networking.
315. OTP Inspire! Using Job-Focused Objectives
9:00 am to 9:50 am
Convention Center - Conference Rm 11

Using Job-Focused Objectives to Improve Learning Transfer

Presenter(s): Lisa A. Giacumo, Boise State University
Contributor(s): Steven W. Villachica, Boise State University

Many OTP practitioners support professionals whose jobs are about recognizing situations, making decisions, solving problems, and communicating with others. How do OTP practitioners specify professionals’ higher-level cognitive skills in ways that support practice, assessment, and transfer to the workplace? Savvy practitioners focus on skills-to-be-learned, rather than content-to-be-covered. The objectives they create become a promise of valued workplace performance that clients, learners, and stakeholders can trust. Come learn and practice powerful, proven strategies in this interactive workshop.

316. RTD: Interdisciplinarity and Learning Design
9:00 am to 9:50 am
Convention Center - Pavilion 11

Interdisciplinarity and learning design: 2019 AECT Summer Research Symposium

Presenter(s): Brad Hokanson, University of Minnesota; Amy Marie Grincewicz, Kent State University; Matthew Schmidt, University of Cincinnati
Contributor(s): Marisa Exter, Purdue University; Andrew Tawfik, University of Memphis

This year’s AECT research symposium examined intersections across disciplines: Interdisciplinarity and learning design, that is, learning that is not constrained by discipline boundaries. Panel members for the conference will include participants from the symposium as well as editors of the symposium publication. Developed chapters include research on instructional design and presentation observations.

317. RTD: STEM Education
9:00 am to 9:50 am
Convention Center - Ballroom C

Inspired to Make

Presenter(s): LeaAnne Daughrity, University of North Texas; Shanshan Ma, The University of North Texas; Frances Mahaffey, The University of North Texas

Description: The purpose of this session is to review the utilization and implementation of makerspaces in order to inspire the development of problem-solving skills within k-12 learning. Based on the review of research, we are creating a framework of understanding in order to share how these spaces can be used to inspire learning and help develop student’s problem-solving skills through making, specifically in the area of STEM.

STEM and the Arts Explored Through A Meta-Synthesis

Presenter(s): Heather Leary, Brigham Young University
Contributor(s): Brenton Jackson, Brigham Young University; Kayla Hunter, Brigham Young University

Researchers and industry experts emphasize student success in a global economy is affected by the ability to be creative, innovative, problem solvers, and critical thinkers. To foster these skills, educational leaders call for incorporating the Arts into STEM. Using meta-synthesis this research sought a broad understanding of the outcomes and themes associated with STEM and Arts education. Results indicate that this is transdisciplinary, focuses on learner habits of mind, and students as consumers versus producers.

318. STC: Changing Course: Impact on Stakeholders
9:00 am to 9:50 am
Convention Center - Conference Rm 14

Applying Systems Thinking for Transformational Change

Presenter(s): Todd Adrian, Indian River State College
Contributor(s): Kendall St. Hilaire, Indian River State College

This interactive presentation will share institutional change management strategies enacted by a state college in Florida. Over the past five years, this institution has experienced transformational change through the adoption of new technology focused on improving business processes and student performance. Presenters will outline the change management plan, systems thinking approaches, key decisions, and lessons learned.

Use of Instructional Design Principles to Strengthen Clinical Research

Presenter(s): Janet Brishke, University of Florida College of Medicine
Contributor(s): Christy Evans, University of Florida College of Medicine; Betsy Shenkman, University of Florida
Emphasizing the ADDIE instructional design model, this session will describe the process used to develop and implement an online curriculum for community stakeholders working on clinical research studies. The presentation will cover how this curriculum has helped alleviate challenges in integrating community stakeholders into clinical research workflow, and discuss the impact to health care of community stakeholders who have an understanding of the research process.

319. TED-Membership Meeting
9:00 am to 9:50 am
Convention Center - Conference Rm 9

NOTES
320. Roundtables A
10:00 am to 10:50 am
Convention Center - Paradise North

Participants

T01-An exploration of the technology-mediated mental model in spatial thinking to enhance mathematics problem solving of low secondary
Presenter(s): Thadapanitsadee Sukonwiriyakul, AOT
Contributor(s): Jaitip Nasongkhla, Chulalongkorn University
Spatial thinking can be used as a mental model to help students better understand mathematics and enhance their spatial skills to communicate. The lower secondary school students learn to label the important parts of the translating words into Math symbols. This study aimed to identify the most prevalent visualization strategy in problem-solving among lower secondary students and how technology-mediated spatial and visualization strategy to communicate of students affects problem-solving in mathematics by using exploratory research.

T02-An Exploration of Think-Pair-Share Technique via Mobile Technology to Develop Critical Thinking Skill in Chemistry of Upper-Secondary School Students
Presenter(s): piyapong klangjoho, 227 Triamudomsuksa School Phayathai Road Pathumwan Bangkok 10330
An Exploration of Think-Pair-Share Technique via Mobile Technology to Develop Critical Thinking Skill in Chemistry of Upper-Secondary School Students

T03-Breaking Down Barriers: How Immersive Learning Technology and Design Studios Can Encourage Saudi Women to Study Engineering?
Presenter(s): Ali Alshammari, University of Tabuk
Contributor(s): Tahani Aldosemani, Prince Sattam University
In Saudi Arabia, engineering is still a new field for women to work in. Recent statistics showed that women are significantly underrepresented in the field. The ramifications of allowing the issue to be ignored, rather than addressed, are great. The larger aim of the study is to test the impact of immersive design studios on different aspects Saudi of women’s learning of engineering using simulated or artificial design-based studios.

T04-How Twitter became a Boundary Object? Exploring Boundaries Crossing Framework in Twitter community
Presenter(s): Manal Alsaif, IU
In this paper, I apply a boundary-crossing framework is a Saudi context where there are two communities (women and men) started crossing cultural boundaries. I aim to understand how twitter has been used as boundary object and who play a role of a boundary spanner and what cultural boundaries that has been crossed by social media. I want to understand how the two communities interact to construct public opinion and construct a shared knowledge. Two research questions were discussed: 1. What is the role of twitter as a boundary object? 2. What are the cultural boundaries that have been crossed so far?

T05-Innovating and Designing Engaged Applications in STEM Education (IDEA-STEM): Expanding STEM Education in Pakistan Middle Schools
Presenter(s): Mahnaz Moallem, Towson University
Contributor(s): William L Sterrett, University of North Carolina Wilmington; Christopher R Gordon, UNCW; Sohail Masood Sukhera, University of North Carolina Wilmington
This funded collaborative project aimed to support education, cultural connections, and professional and academic exchange with Pakistan. It focused on collaboratively designing and delivering STEM learning units (with a specific focus in water and natural resources) to under-served populations in Pakistan. Through the integration of project-based and problem-based learning (PBL) and Squeak Etoys, modeling, and simulation the team intended to build the capacity of and to improve the quality and relevancy of STEM teacher education programs and schools.
T06-Swapping experiences for digital equity  
Presenter(s): Camille Dickson-Deane, University of Technology, Sydney  
Contributor(s): Miriam Ruth Edwards, University of Melbourne; Meredith Hinze, University of Melbourne  
As technology is being used varyingly in education, institutions are quickly adopting solutions without truly understanding the needs of stakeholders. For institutions that are trying to use business models to stay competitive, technology can quickly become an afterthought. This session will highlight the importance of “digital equity” as a growing condition for democratizing how, when and where we all participate and thus learn.

T07-What Do Educational Technologists Do? How EdTech Professionals Define their Discipline and Characterize the Work They Do  
Presenter(s): Joseph Rene Corbeil, University of Texas Rio Grande Valley  
Contributor(s): Maria Elena Corbeil, University of Texas Rio Grande Valley  
The edtech industry is booming and the demand for edtech professionals is also rapidly expanding. Yet, with increased demand, the roles and responsibilities of edtech professionals have evolved, causing confusion about what educational technologists are expected to know and do. This paper presents the results of a survey to determine how educational technology practitioners define their discipline and characterize the work they do.

T08-A Newcomer’s Lens: A Look at K-12 Online and Blended Learning in the Journal of Online Learning Research  
Presenter(s): Min Hu, Brigham Young University; Heather Leary, Brigham Young University  
Contributor(s): Karen T Arnesen, Brigham Young University; Michael Barbour, Touro University, California  
This study examined trends in article topics, geography, research methods, authorship, and citation frequency in the Journal of Online Learning Research. The results indicated that the journal gave additional attention to K-12 blended learning compared to the field overall, in addition to K-12 online learning. Most of the studies were conducted in the United States, by researchers also located in the US. More than half of the studies employed inferential and interpretive methods.

T09-An Examination of Contextual Factors that Influence the Intersection Between Cognitive and Social Presence in Online Instruction  
Presenter(s): Jill Stefaniak, University of Georgia; Laura Stapleton, Old Dominion University  
While studies have been conducted to explore instructional design students’ cognitive and social presence in asynchronous online discussions, little research has been done to examine the relationship between levels of cognitive presence and contextual factors influencing design discourse. This session presents the findings of a study exploring how discussion of contextual factors influencing design practices was related to instructional design students’ levels of cognitive presence.

T10-A Structural Equation Model To Evaluate Students’ Learning, Satisfaction & Qualitative Analysis Of Faculty Perceptions In E-Learning: Proposal of a Professional Development Program  
Presenter(s): Hale H. Turhanogl Erener, Baskent University, Turkey  
The purpose of study was first to investigate faculty perceptions and satisfaction of using e-learning in a course conducted face-to-face before. Then students’ learning and satisfaction was evaluated for the same course using a structural equation model. By analyzing students’ and faculty perceptions, the researcher proposed a professional development program to trainee teachers for better future online learning environments.

T11-Enhancing online social presence with the Social Performance Optimization Tool (SPOT)  
Presenter(s): Martin K-C Yeh, Penn State; Andrea Gregg, The Pennsylvania State University; Nicole Wang, Penn State University  
Contributor(s): Alvin H. Yu, St. Cloud U  
While much research has emphasized improving social presence in online learning, affect-based performance visualization is an underexplored approach to problems of isolation. The SPOT application provides an interactive
T12-Exploring Boundaries for Employing Badging to Increase Learners’ Motivation in Distance Education Courses.

Presenter(s): Smruti J. Shah, Old Dominion University
Contributor(s): John Baaki, Old Dominion University

Badging could be used to increase learners’ motivation and thereby, foster learning. Simply employing a badging system doesn’t guarantee increased learner motivation. Therefore, it is important for instructional designers to understand how to employ badges in the distance education courses so that they are effective in increasing learners’ motivation. This presentation will discuss how badges could be employed to increase motivation and will discuss the boundaries for employing the badging system in distance education setting.

T13-Exploring the Effects of Sonic Interaction Design in the Interactive Online Learning Environment

Presenter(s): Noelle Sweany, Texas A&M University
Contributor(s): Yun Li, Texas A&M University; Sherman Finch, Texas A&M University

Sonic interaction involves the use of sound as one of the primary channels to deliver information and convey the meanings. Today’s educational technologies allow for the development of interactive learning environments which enables to apply sonic interaction design to support active learning. This study explored the guidelines of sonic interaction design and discovered its positive effects on enhancing learner experience and performance through experimental study design.

T14-How to Create High-Quality and Accessible Online Content with UDL and ADA Considerations

Contributor(s): Kathleen Brim Groff, 21st Century Cyber Charter School

What is the best way to create online content that is equal parts engaging and accessible to all users? In this Roundtable discussion, you will have the opportunity to hear from two experienced online educators share best practices for designing and delivering online education. Each participant will have an iPad they can use to view lessons and assessments designed to appeal to all learners. Lessons will be the focus for the first 25 minute session, and assessments will be the focus for the second session.

T15-Instructor Perception of Helpfulness of Facilitation Strategies in Online Courses

Presenter(s): Florence Martin, University of North Carolina Charlotte; Ayesha Sadaf, University of North Carolina Charlotte
Contributor(s): Chuang Wang, University of North Carolina Charlotte

Instructors use various facilitation strategies in online courses to engage students. Online instructor (n=100) responses to a survey on helpfulness of twelve facilitation strategies on establishing instructor presence, instructor connection, engagement and learning were examined. Descriptive statistics of helpful facilitation strategies is presented along with open-ended responses of most and least helpful facilitation strategies. Significant differences were found between gender but analysis of variance failed to detect differences between delivery method or course level taught.

T16-Investing the Online Faculty Decision-Making Process of Adopting Universal Design for Learning Principles

Presenter(s): Carl Westine, University of North Carolina Charlotte; Beth Oyarzun, UNC Charlotte
Contributor(s): Bryndle Bottoms, University of North Carolina Charlotte

The study reports on the results of semi-structured interviews conducted with online faculty at a large university in southeastern United States regarding their perceptions of facilitators and barriers to implementation of Universal Design for Learning principles into online courses design and facilitation. This study is a follow up of an initial phase of survey research that investigated faculty familiarity, use and interest of UDL in an online setting.

T17-Online graduate students’ success via the use of video-based and text-based discussion

Presenter(s): Thanh Do, Oklahoma State University; Tutaleni I. Asino, Oklahoma State University

An anonymized platform wherein the health and emotional states of students’ pet avatars reflect their course performance. This paper reports on quasi-experimental experiment of social presence, measured with the Community of Inquiry instrument, comparing the social presence experiences of students who did, and did not, participate in SPOT.
Text-based discussions have been used in online discussions arguably since the inception of online education. However, in recent years, different platforms have been introduced to enable video-based discussion. This study aims to find if there are differences between the success rate of the students who use text-based discussions and video-based discussions. The result of this study will contribute to the value of each discussion format, and discuss possible recommendations to facilitate the effectiveness and engagement.

**T18-Population Segmentation of MOOC Learners: Using Certificate Completion and Course Subject Types**

Presenter(s): Bowen Liu, Yonghe Wu, East China Normal University
Contributor(s): Yahui Tian, Gexing Cheng, Ruochen Li, East China Normal University

Learners’ contexts play an important role in supporting MOOCs learning. However, very little is known about relationships between learner characteristics and types of MOOCs they take, and demographics differences between learners who complete the MOOCs and who do not. This study uses certificate completion and course types to segment MOOC learners, aiming at understanding who complete MOOCs and who do not in different course types, and exploring achievement differences of MOOC learners.

**T19-The relationship of flexible thinking variables and engagement among first-time online learners**

Presenter(s): Yu-Chun Kuo, Rowan University; Hungwei Tseng, Jacksonville State University

This study examined first-time online students' flexible thinking and engagement. The relationships between the proposed variables were investigated. In addition, the effect of gender difference on flexible thinking and learning engagement was explored. Participants were students attending online courses for the first time at a university in the US. Two of the flexible thinking variables were found to be significant predictors of engagement. Gender did not have a significant influence on proposed variables.

**T20-Exploring Scenario-Based Mobile Learning for STEM Education**

Presenter(s): Fei Gao, Bowling Green State University

An online scenario-based mobile learning program that helps undergraduate students develop sustained interest in learning physics and enhance students’ competencies in solving real-world problems was developed to teach students the relationship of mass density, tension and frequency. Preliminary data collected from the study suggested that the students were highly motivated and perceived this e-learning program as an effective way to understand the relationships of multiple concepts, and see what physics truly means.

**T21-Instructional Design Thinking: Recommendations from the Design Thinking Literature for our Field**

Presenter(s): Fredrick W. Baker III, University of West Florida
Contributor(s): Sarah Moukhlis, University of West Florida

Interest in Design Thinking has exploded, yet it is often misunderstood, and sometimes misused. As designers operating within a design field, it is important that Instructional Designers have an awareness and command of the concepts and processes of Design Thinking, as well as a clear understanding of the implications of applying its processes to our field. This presentation will share findings from a content analysis on the design thinking literature, and provide recommendations to our field.

**T22-The Affective Dimension of Visual Design: Importance of Understanding Holistic Visual Perceptions**

Presenter(s): Kei Tomita, Kennesaw State University

This literature review discusses the need for instructional visual design research to investigate the 1) combination of multiple visual elements as opposed to single visual elements, and 2) student factors in addition to the material design factors. Particularly, students’ affective process influences the learning as a holistic experience and incorporating the affective dimension is critical to design effective instructional visuals. Finally, this review suggests a method for investigating holistic visual perceptions.

**T23-The Effects of Computer-Supported Collaborative Learning on Students’ learning Performance: A longitudinal meta-analysis**
ROUND TABLES

Presenter(s): Fei Wang, ECNU
Contributor(s): Xiaoqing Gu, ECNU
This study performed a meta-analysis of the effects of computer-supported collaborative learning (CSCL), in which experimental and quasi-experimental journal articles published during the period 1998-2018 were coded and analyzed. And the effect sizes of moderator variables were analyzed. A specific focus was on the longitudinal development of collaborative learning tools and supporting strategies in CSCL.

T24-Using Swivl for Agricultural Applications of Computer Science (Ag-ACS): Data Collection and Multimedia Production
Presenter(s): Daniel Watanabe, Emporia State University
Contributor(s): Dusti Howell, Emporia State University
Agricultural Applications of Computer Science (Ag-ACS) is a National Science Foundation grant-funded project meant to increase interest in computer science career paths amongst middle and high school populations in rural communities. Swivl is a classroom observational tool which uses mobile devices, applications and remote microphones to collect audio and video data. This roundtable discusses how this data was used for qualitative analysis and multimedia production.

T25-Does teachers’ screen image have influence on learners’ learning: An eye tracking investigation on MOOC lecture videos
Presenter(s): hongjin xu, east china normal university
Contributor(s): kaiwei he, east china normal university; Xiaoqing Gu, ECNU
In MOOC lecture videos, three teacher image shot types often appear, which are Long shots image, Medium image and Close-ups image. The study tries to present how do the teacher image shot types impact on learners’ cognitive load, attention distribution and eye movement behaviors in MOOC videos through eye tracking technologies? The findings will provide some useful suggestions while creating MOOC lecture videos.

T26-Educational Data Mining in E-Learning Systems: Applications, Techniques and Software Tools
Presenter(s): Aylin Ozturk, Anadolu University
Contributor(s): Sinan Aydin, Anadolu University
Educational data mining applications are widely used in e-learning environments where educational opportunities are offered to wide audiences to reveal hidden patterns. The purpose of this study is to investigate educational mining techniques, tools and their applications in e-learning systems. In this study, descriptive and predictive data mining tasks and methods are described, free an open source software and commercial software that may guide people working in this field in software selection and their properties were examined.

T27-Learning analytics research in education: Capturing the emergence and impact through a bibliometric approach
Presenter(s): Tanner Matthew Phillips, Indiana University
Contributor(s): Gamze OZOGUL, Indiana University
In this study, the authors used citation network analysis and other bibliometric techniques to quantify the diffusion of learning analytics research from the instructional technology field to all other fields, contexts, and topics. The results showed that the impact of learning analytics research in the instructional technology field was limited to higher education, and that the majority of the citations of learning analytics research outside instructional technology were in the field of computer science.

T28-Demographics in Online K-12 Education
Presenter(s): Jerri Ward-Jackson, Mississippi State University/University of West Alabama; B.J. Kimbrough, The University of West Alabama
This session will examine research on how various demographic variables contribute to academic success as well as academic failure. The session will cover what research has mentioned as well as provide insight from a study conducted...
to determine if there is a correlation between specific demographic variables and academic success in K-12. This session will be beneficial to K-12 administration.

**T29-Effective Use of Social Media in Teaching and Learning**

**Presenter(s):** Chien Yu, Mississippi State University  
The purpose of this presentation is to provide the readers with an overview of the association between social media technologies and the nature of teaching and learning, to examine current educational and strategic uses of social media based on a review of scholarly publications, and to keep up-to-date on the paradigm shift as well as on the trends and issues pertinent to the development of social media.

**T30-Creativity and Problem Solving Through Gamification in Competitive Teams**

**Presenter(s):** Murat Ataizi, Anadolu University  
This study attempted to examine undergraduate students’ problem solving and creative thinking abilities when they faced with the task of solving the complex communication problems about the fields of communication management, communication design, and communication technologies during the face-to-face learning classroom environment. The participants, 89, of the study are the fourth year senior students of the communication sciences faculty of Anadolu University, Turkey. The problem solving teams consist of seven students who are willing to participate in the study. The participants’ achievements and motivations are the main questions of the research. Finally, the study explored the relationships between characteristics of the problem task, and interactions among students.

**T31-Interactive design space and technologies enhance learning experience in museum**

**Presenter(s):** Thadharphut Limapornvanitr, AOT  
**Contributor(s):** Jaitip Nasongkhla, Chulalongkorn University  
Learning in museum is comprised of many factors that increase learning engagement to achieve learning goal. Technologies is an interaction learning tools to create audiences experience and learning outcome by space design and interactive display method.

**T32-Technology Use by Librarians in the Philippines: A Case Study of Practice and Perception**

**Presenter(s):** Danilo M. Baylen, University of West Georgia  
The round table presentation will engage participants to explore the types of activity by librarians that are supported by available and accessible technologies on a given location. Results of the study are important in informing the design of continuing professional development programs for practicing librarians in integrating appropriate technologies to support teaching and learning activities.

**T33-Climbing up the Career Ladder: From Instructional Designer to ID Manager or Director**

**Presenter(s):** Andrea Gregg, The Pennsylvania State University  
This interactive roundtable discussion will focus on the transition from between being an instructional designer to being a manager or director of an ID team or unit. We focus on similarities between both position types as well as the large number of differences. If you are currently an instructional designer curious about management, come to find out if it is something you might enjoy. If you are a manager or director, come to share your experiences.

**T34-3D Virtual Gallery: Engaging Online Students with Simple VR Activities of Low-Cost**

**Presenter(s):** Xinhao Xu, University of Missouri-Columbia; Hao He, University of Missouri Columbia; Minh Thi Ngoc Pham, University of Missouri, Columbia, USA; Jhon Bueno, University of Missouri-Columbia  
Finding new ways to foster engagement in online courses has always been a goal for educators. VR experiences promise to help achieve that goal. However, the effort and resources required to develop such environments end up discouraging many. This study shows a 3D Virtual Gallery used in a traditional online course. The study includes quantitative analysis of learning outcomes and engagement. This session will inspire learning professionals to create engaging VR experiences in their courses.
T35-A participatory approach to teaching online: strategies for designing online collaborative learning activities
Presenter(s): Daphne ChingYu Tseng, Idaho State University
The presence of collaboration and community in an online learning environment contributes to deeper student learning. However, there should be no assumption for online students knowing about how to work with each other. The presenter will propose the strategies and tools for designing online collaborative learning activities and invite participants to share their experiences.

T36-Designing inspired learning in non-formal educational settings.
Presenter(s): Misty Wilmoth, Morehead State University
Does the use of technology affect learner engagement? This roundtable session will take a look at non-formal educational settings and share examples of the level of technology used and the corresponding level of learner engagement. Various types of technologies are specified in the examples provided from Extension Agents in Kentucky.

T37-Impact of Computer-Based and Robotic Training on Student Engagement
Presenter(s): Shannon Smith, Kent State University
This session will discuss the results of a study that examined the effects of coding activities supported by the artificially intelligent, animated emotional-educational robot Cozmo on middle school students’ computational thinking, spatial skills, engagement, and competency beliefs compared to the more traditional computer-based program of Scratch. This study was unique because it was the first to empirically investigate the use of a new technology in a public school that provides equal access to all students.

T38-Motivation for Online Learning: A Proposed Research Framework and Invitation to Collaborate
Presenter(s): Nancy Flanagan Knapp, University of Georgia
Online learning in higher education has a motivation problem. Many students don’t complete online courses, while others finish by just “checking the boxes,” without engagement or real learning. This presentation proposes using an expectancy-by-value based model of learning motivation to research students’ motivations toward and during online learning, summarizes research supporting the model, and invites participants to discuss the model, possible research strategies, and potential collaboration in cross-institutional research on students’ motivations in online learning.

T39-School Readiness in a Flipped Classroom to INSPIRE Engaged Informal Adult Learners: A Pilot Project
Presenter(s): Melissa Goodman, Morehead State University
This session focuses on the learners’ engagement of a flipped classroom through online and classroom learning interactions. The context is informal kindergarten readiness sessions in a rural setting for parents and caregivers. A hybrid model of program delivery was explored and will be discussed. This is primarily a practitioner session, grounded in the research literature on program and learner engagement.

T40-An HPT Intervention for a Sustainable and Engaging Community Science Activity
Presenter(s): Ayodeji Ibukun, Oklahoma State University; Thanh Do, Oklahoma State University; Penny Thompson, Oklahoma State University; Tutaleni I. Asino, Oklahoma State University
Contributor(s): Nicole Colston, Oklahoma State University
The Human Performance Technology (HPT) can be deployed systematically to improve project management. This case study investigates how the Human Performance Improvement Technology Model can be used to enhance the effectiveness of a project that uses district public libraries to recruit local farmers as participants in community science activities. The result of this study will showcase how the systematic use of the Model can enhance community science activities.

T41-Developing Organizational Training Strategy: Challenges and Effective Practice
Presenter(s): Howard Kalman, Ithaca College
Developing an organizational training strategy requires insight, experimentation and balancing the internal needs of the training function while serving the larger organization. In this roundtable, we will examine the key challenges of developing a training strategy that helps guide the training function’s growth while simultaneously aligning with the
organization’s key priorities. The session will sort through strategic planning concepts that create unnecessary complexity and reduce effectiveness and offer approaches that increase the potential for success.

**T42-Five Success Factors for Effective Mobile Performance Support Systems**  
Presenter(s): **Yao Huang**, Organizational Training & Performance; **James Klein**, Florida State University  
The purpose of this roundtable is to discuss five factors that lead to successful and effective use of Mobile Performance Support Systems (MPSS). These success factors based on a review of theory and research on MPSS include (1) Audience Level, (2) Point of Performance, (3) Usability, (4) Affect, and (5) Geolocation.

**T43-Inspired Learning: Reinforcement of Soft Skills for Healthcare Students in a Technology Driven Society**  
Presenter(s): **Stacy Gabbard**, Morehead State University  
This session will focus on strategies that can be used to reinforce soft skills with upper division healthcare student learners of higher education. Healthcare professionals are forced to communicate and interact with numerous practitioners, departments, and patients; therefore, it is critically important to learn and practice soft skills.

**T44-Value of Open Badge Microcredentials to the Employees, Customers, and Organization of National Instruments**  
Presenter(s): **Daniel Young**, Brigham Young University; **Rick West**, Brigham Young University  
The session will discuss the concept of microcredentials, specifically, Open Digital Badges created and provided by National Instruments. Discussion will cover the initial pilot offering, some descriptive statistics from a survey completed by badge earners, as well as details regarding improvements made by NI to their program based on feedback and other improvements.

**T45-AECT ECS Lights the Way to the Professional Career**  
Presenter(s): **Xinhao Xu**, University of Missouri-Columbia; **Jina Kang**, Utah State University  
It was a great honor to participate the AECT Early Career Symposium (AECS) being one of the mentees. Getting instant assistance and hearing invaluable experiences from a group of big names in the field was such a fortune for us as a young scholar. Thinking back, we described the most impressive takeaways and some suggestions for future symposia.

**T46-Danmaku Commenting: A New Method for Usability Testing**  
Presenter(s): **Hao He**, University of Missouri Columbia  
Danmaku provides a new channel for video audiences or learners to communicate and interact with each other and with the video provider/instructor. However, danmaku is not widely used in usability test. This roundtable discussion is going to discuss the potential, benefits and challenges of adopting danmaku as a new method for usability test and compare danmaku with other methods such as think-aloud.

**T47-Inspiring Studies of Lived Experiences with Technologies: The Growth of Phenomenology from Descriptive to Postmodern**  
Presenter(s): **Jolie Kennedy**, University of Minnesota; **Angelica Pazurek**, University of Minnesota; **Keri Valentine**, West Virginia University  
Contributor(s): **Mark Vagle**, University of Minnesota  
This session shares inspiring studies of lived experiences with technologies that illustrate the growth of phenomenology from descriptive to interpretive to postmodern. As a promising innovative research methodology, post-intentional phenomenology offers scholars a new lens for glimpsing fleeting phenomena in tech-mediated spaces. This session is intended for attendees who are interested in learning more about phenomenological research in educational communications and technologies, with a special focus on discussing post-intentional phenomenology as a philosophy and methodology.

**T48-Preparing Teacher Candidates to Teach Digital Citizenship: An Online Synchronous Peer-Teaching Practice**  
Presenter(s): **E-Ling Hsiao**, Valdosta State University; **Xiaoxia Huang**, Western Kentucky University  
The study examines the effect of a peer-teaching practice with synchronous technologies on preparing teacher candidates to teach digital citizenship. Candidates work in small groups to design, develop and deliver a 30-minute online workshop.
to their peers and attend their peers’ workshops. A mixed-method design will be used to collect data including a survey and a systematic examination of peer feedback and workshop video archives. The results and implications will be discussed in the presentation.

T49-Research on China’s Basic Education Informatization Construction Based on Topic Modeling
Presenter(s): Aixia Li, Department of Educational Information Technology, Shanghai Engineering Research Center, East China Normal University; Chao Wang, Department of Educational Information Technology, Shanghai Engineering Research Center, East China Normal University; Jiahui Ruan, Department of Educational Information Technology, Shanghai Engineering Research Center, East China Normal University
Contributor(s): Lijiao Yue, Department of Educational Information Technology, Shanghai Engineering Research Center, East China Normal University; Xiaoqing Gu, ECNU
This proposal reports the first phase of our on-going study aims to analyze the status of educational informatization process in China, purpose of which is to extract the similarities and diversities from a macro perspective in order for the enlightenment on promoting and advancing the construction of education informatization. This study conducted a topic analysis of the application cases of information technology in 112 primary and secondary schools in China.

T50-TechTrends 2019 Update and Trends
Presenter(s): Charles Hodges, Georgia Southern University
In this session, the Editor of TechTrends will describe the current status of the journal and future plans. The session will provide an overview of the articles published in 2019 (Vol. 63) and highlight upcoming special issues and other new and interesting activities. Attendees will have the opportunity to discuss how they can contribute to the journal as an author, reviewer, or Guest Editor of a special issue.

T51-Using a Computational Thinking Framework to Examine Statistics Students’ Learning in Online Peer-led Learning Sessions
Presenter(s): Shenghua Zha, University of South Alabama; Gayle V. Davidson-Shivers, University of South Alabama; Rebecca Wheeler, University of South Alabama
Contributor(s): Hasan Hamdan, James Madison University; Matt Trybus, James Madison University
Computational Thinking (CT) has been examined to improve students’ problem solving skills in K-12 computer science courses. However, there is little evidence of its applicability outside computer science. In our study, we investigated students’ CT development in peer-led sessions of an online introductory statistics course for undergraduate students. Results of our content analysis showed different CT patterns between high- and low-performing students and provided suggestions at the end.

T52-Engineering Online Learning Environment in An Online Data Science Course
Presenter(s): Zihang Shao, Indiana University
This presentation will introduce a proposed framework for systematically engineering online learning environment in online courses, and also present how to apply the framework in an online data science course development project. The shared experiences and lessons from the case study would help instructional designers, instructors, and other stakeholders involved in online learning projects to take a systems view to design, develop, and deliver quality online learning courses and reduce the chance of failure.

T53-How Far Is Academic from Practice: Topic Modeling of Research in Primary and Secondary Schools
Presenter(s): Jiahui Ruan, East China Normal University
Contributor(s): Xiaoqing Gu, ECNU; Xiaoling Peng, East China Normal University
This proposal aims to understand the role of academic research to practice in education. Our approach to this understanding is to seek the presence of research within informal professional discourse of practitioners. Topic modeling technique was employed with a web forum of K12 IT teachers in China. Research topics were extracted from this forum through the model, result with a comparative degree to which the academic research has a certain impact on the practice.
T54-Creating a Campus Inventory of Technologies Used in Teaching and Learning
Presenter(s): Kathryn Zawisza, University of Arkansas; Michelle Reilly, University of Arkansas
Contributor(s): Shelly Walters, University of Arkansas
During this session, the presenters will share the tools and processes used for creating an inventory of academic technologies used at large, public, 4-year research institution. Using a systems approach to develop a comprehensive inventory of technology used in teaching and learning highlighted opportunities for sharing resources, faculty professional development, and identifying potential interdisciplinary collaborators. The audience will be encouraged to discuss potential challenges and solutions for implementing similar projects on their campuses.

T55-Using Learning Analytics to Examine Skills Development in a Project-Based Learning Course of Instructional Multimedia Design
Presenter(s): Kuang-Chen Hsu, University of Notre Dame; E-Lu Chen, University of Kansas
Contributor(s): Yu-Ping Hsu, Western Illinois University
This session will focus on project-based learning assessment design and how instructors and designers can use the technique of learning analytics to examine students' skills development in the project-based learning. We will discover the certain type of project-based learning assessment items and understand how the integration of these items connect to student’s skills. In the end of this session, the usage of learning analytics in project based learning and their implementation will be explained.

T56-Designing and Developing Play-Based Computational Thinking Environments for Preschool Children
Presenter(s): Jacob A. Hall, SUNY Cortland
Contributor(s): Kate McCormick, SUNY Cortland
In the past year, we developed guided-play experiences that integrated programmable robots. These guided-play experiences were implemented in two preschool classrooms in an early childhood education center. During this session, we will share our development process, demonstrate examples of the resulting guided-play experiences, and discuss initial results from our implementation with the preschool children.

T57-Does Coding Mean Thinking Computationally? Degree of Computational Thinking Promoted in Code.org
Presenter(s): Ugur Kale, West Virginia University
Contributor(s): Jiangmei Yuan, West Virginia University; Natalia Lucentini, National University of Cuyo
Computational thinking (CT) is a means to understand and solve complex problems through using computer science concepts and techniques. While there is an increase in the number of initiatives focusing on coding, whether they (a) address computational thinking skills and (b) use methods of problem solving to teach those skills is yet to be explored. As a preliminary step, this study focuses on examining K-5 lesson plans at Code.org.

T58-Exploration into Preservice Teachers’ Beliefs, Knowledge, and Reasoning in a Technology Integration Course
Presenter(s): Ya-Huei Lu, East Carolina University
Contributor(s): Jiyoon Jung, University of Illinois, Urbana-Champaign
This case study explores preservice teachers’ beliefs, knowledge, and reasoning in a standalone technology integration course. Eighty five preservice teachers volunteered in this study. Examination of preservice teacher beliefs from teaching belief statements, teacher knowledge from a self-report survey, teacher reasoning and action from a video case analysis report is expected to show how their beliefs, knowledge, reasoning, and action are closely intertwined.

Presenter(s): Jewoong Moon, Florida State University; Sungwoong Lee, Emporia State University; Xinhao Xu, University of Missouri-Columbia
This poster will present our ongoing study, which is designed to examine how group-collaboration in preservice teachers’ technology-integration course can contribute to students’ personalized learning. The goal of this study aims to investigate how students’ group collaboration stimulates their technology-integration skills via scientific-inquiry design activities. This mixed-method study triangulates 100 preservice teachers’ technology-integration perception, group-collaboration discourses, and learning performances. This poster introduces how the study has been designed and propose what implications could be distilled.

T60-Investigating Professional Development Needs of High School Computer Science Teachers
Presenter(s): Fatih Gok, Indiana University; Kyungbin Kwon, Indiana University
The purpose of this study is to investigate the professional development needs of high school computer science (CS) teachers. This study also investigates how to prioritize and characterize the professional development (PD) needs of CS teachers in high school based on their backgrounds and years of teaching CS. Researchers recruited high school CS teachers who attended a summer workshop in summer 2018. After analyzing the interview and supporting it with observation notes of PD sections and archival data used in PD, the authors identified the seven categories for professional development need that high school CS teachers sought help for. These categories have been prioritized based on their backgrounds and years of CS teaching. Key Words: Computer Science Education, Professional Development Needs, High School Computer Science Teachers

T61-The Raspberry Pi in Educational Settings 2: More Discussion and Comparing Notes
Presenter(s): Jesse Strycker, Ohio University
TEDCAMP This session is an opportunity for attendees who have worked with the Raspberry Pi to develop their own projects in educational settings to come together and share their stories, lessons learned, and plans for the future. Please come ready to be part of the conversation and share resources.

T62-Title I School Students’ Attitudes toward and Perceptions of STEM in an After-School Program
Presenter(s): Yibo Fan, Boise State University
Contributor(s): Dazhi Yang, Boise State University; Yu-Hui Ching, Boise State University
Little is known how Title I school students’ attitude toward STEM would change in an integrated STEM learning environment. Using surveys and students’ focus group interviews, this study investigated whether an eight-week bridge building project changed students’ attitude toward STEM and their perceptions of their experience. Survey result did not suggest significant difference in students’ attitude toward STEM before and after the project, while the focus group interview showed that students had a positive experience.

T63-Rural Readiness for Computer Science Education
Presenter(s): Theresa A Cullen, University of Oklahoma
Contributor(s): Deborah Trytten, University of Oklahoma
In partnership with a rural school agency, our team sought to ascertain the readiness of member schools after our state adopted computer science standards. The majority of teachers (88%) across all grade levels felt that computer science should be required in schools but 70% did not have experience with teaching computer science, and most could not define it. This research shows a gap and readiness for professional development about computer science in rural schools.

T64-Exploring Pre-service Teachers’ Mental Models of Technology Integration through Drawings
Presenter(s): Susie Gronseth, University of Houston
Contributor(s): Sara McNeil, University of Houston; Haoyue Zhang, University of Houston
The use of drawings as a data source can provide a deeper understanding of participants’ mental models. This study sought to develop an instrument, referred to as the Draw Yourself as a Future Teacher Rubric (DYFT-R) to analyze educators’ beliefs about themselves as teachers, their future classrooms, and their mental models about technology integration. The instrument includes closed-response and open-ended items that can be used to generate themes and contribute to understandings about participants’ beliefs.
T65-Exploring training strategies on computing for students with disabilities

Presenter(s): Fethi A. Inan, Texas Tech University; Daniel P Kelly, Texas Tech University; Okan Arslan, Texas Tech University

Contributor(s): Jennifer Hamrick, Texas Tech University; Ismahan Arslan-Ari, University of South Carolina; Amani Zaier, Texas Tech University

The purpose of this session is to explore diverse training strategies and models on computing for the student with disabilities. Initially, we will discuss and compare current computing initiatives targeting students with disabilities. Specifically, we will present our current project plan of a summer camp for students with autism spectrum disorder. Later, we will conduct an in-depth discussion with educators, researchers, and administrators to explore how we can promote awareness, knowledge, and skills in computing and explore how we can provide equal learning opportunities for students to promote their computing skills and educational development.

[NR] Boundaryless Learning, The Smart Way

Contributor(s): Melissa Dawn Hensley, Morehead State University

Pivothead's wearable Simple Modular Application-Ready Tech (SMART) is designed to provide end to end real-time communication from the viewpoint of the individual wearing the glasses. This round table session will provide an in-depth look at the use of SMART glasses to provide virtual coaching to P-12 students and teachers. This session is ideal for instructional coaches, instructional technology resource coaches, teachers, and school administrators.

[NR] Racing for the Future: Increasing STEM Exposure for Rural Title I School Students

Contributor(s): Brian Coleman, Morehead State University

This session introduces participants to Kentucky’s first high school Solar Car Racing Team Project. This is a large-scale project-based-learning (PBL) initiative in which students design and build a full-sized street legal solar-powered vehicle. Participants will discuss the program’s development, cross-content integration, professional and educational development of educators, mentors and students, and high-level STEM exposure to students in a Title I school. Participants will have the opportunity to see the results of the two-year long project.

[NR] A study of attitudes and motivational orientations of Pakistani learners towards learning English as a second language.

Contributor(s): Aamna Khalid, Lahore University of Management Sciences

This paper aims to examine the attitudes of Pakistani students towards the learning of English as a second language and to understand the motivational orientations that result from their attitudes. A secondary objective of this research is to find evidence to support the claim that Pakistani students are additive bilinguals who are not averse to the idea of a language policy that promotes English as the medium of instruction.

[NR] Revisiting Educational Leadership and Technology Integration, a Critical Discussion

Contributor(s): Ahmed M Mukhtar, University of Missouri; Walaa Bunaiyan, University of Denver

This session will present study results on what instructional designers and teachers should know and be able to do with technology based on their principals’ leadership styles. This session will also glean the perceptions of stakeholders who are working collectively to improve educational outcomes through technology integration. Implications for research and practice will be discussed.

[NR] Creating a Teaching Toolbox: Pedagogical Strategies For Second Career Teachers (SCT)

Contributor(s): Leeann Akers, Ms.

In this roundtable, educators will share their most beneficial pedagogical strategies for second career teachers. So often, SCTs possess practical knowledge and skill but have difficulties when sharing with scholars who have little to no experience in the subject matter. At its conclusion, participants will have collaborated to create a toolbox for instructional development that will help SCT to better share their knowledge with students, and enhance the scholar experience.
321. Roundtables B  
11:00 am to 11:50 am  
Convention Center - Paradise North

Participants

T01-Altruism as a Motivational Factor in EPUB Adoption  
Presenter(s): Hal Hinderliter, Northern Illinois University  
Universal Design advocates single solutions that work for all students, so any effort to improve the accessibility of instructional documents must first win the approval of the majority. By observing and interviewing six abled college undergraduates interacting with accessible EPUB documents, this research shows that the “typical” college student can be successfully motivated to adopt this new technology, highlighting the role that a culture of altruism plays in motivating EPUB adoption.

T02-Computational Thinking Best Practice for K-12 Students  
Presenter(s): Jonathan Marpaung, Oklahoma State University; Tutaleni I. Asino, Oklahoma State University  
This paper explores the intersection between current methods for introducing and/or teaching computational thinking (CT) to students in kindergarten to twelve grade (K-12) and culture. Available literature in CT, cognitive theory, and K-12 pedagogy will be used to gather and analyze the methods available today. Our goal for this paper is to gain an understanding on the current state of best practices for introducing CT, so as to propose the best framework for scholars and practitioners to focus on.

T03-Designing a Short-Term Faculty-Led Study Abroad Program focused on Teaching and Learning Innovation  
Presenter(s): Enilda Romero-Hall, The University of Tampa  
In this presentation, I share my experience designing and developing a short-term faculty-led study abroad program for undergraduate and graduate students to Switzerland. Short-term faculty-led study abroad programs offer unique, customized learning experiences for a small group of students. During this session, participants will actively brainstorm, crowdsource, and design potential future faculty-led short-term study abroad programs. Participants will leave this session with initial drafts of future study abroad programs with similar themes to other countries.

T04-Digital Wisdom in Action  
Presenter(s): Mesut Turk, Amasya University  
Contributor(s): İşıl Kabakçı Yurdakul, Anadolu University  
Digital wisdom transcends the generational divide defined by the digital immigrant/native distinction. To emphasize its importance for education, it should be defined with tangible evidence. The goal of this study is to gather the thoughts and experiences of field experts’ who nominated digitally wise lived experiences as a part of their lives and observations. Their experiences were examined with the concept of digital wisdom. Real life experiences will provide easier and better understanding on digital wisdom than theoretical expressions.

T05-Does Being a Part of The African-American Culture Deter Future interest in STEM Career Fields: is Parental involvement a Factor?  
Presenter(s): Aise Meke Cannon, Morehead State University  
Science, Technology, Engineering, and Mathematics (STEM) are statistically the occupations that drive the economic workforce. A study by The Education Trust suggested African Americans have the lowest graduation rate in STEM programs. The purpose of this session is to provide information on the cultural, parental impact of why African Americans are disproportionately graduating from STEM programs; thereby, unable to work in a STEM occupation, and the importance of cultural representation in STEM fields.

T06-What’s in a Name? Reducing Belonging Uncertainty by Learning Student Names  
Presenter(s): Hillary Kaplowitz, California State University; Northridge; Janett Silvers, California State University Los Angeles  
Contributor(s): Jannath Ghaznavi, California State University, Northridge; Tim Aguirre, California State University, Northridge
This session will share specific strategies for empowering educational professionals to learn student names to help foster community, build relationships, and ultimately increase a sense of belonging. When names are not remembered or mispronounced, it signals to students they do not belong. Discover how belonging uncertainty impacts underserved student populations, explore tools and strategies to learn names, and participate in a hands-on, technology-based activity that can be applied in a multitude of learning environments.

T07-Alone in the Crowd: Connecting Distance Learners
Presenter(s): Yudi Zhu, University of Idaho; Tonia A. Dousay, University of Idaho
Contributor(s): Farjahan Shawon, University of Idaho; Sarah Olsen, University of Idaho; Jacob Turner, University of Idaho; LaPaglia S Kirsten, University of Idaho; Reilly Cisco, University of Idaho
Although distance learning programs make higher education degrees more accessible than ever before, there are drawbacks that deserve attention and require innovation to address. Feelings of isolation, lack of collegiality and collaboration, and limited opportunity for social learning put distance learners at a disadvantage academically and professionally. This roundtable features graduate students sharing our experiences with developing a peer mentoring group under the facilitation of a faculty member to address this challenge.

T08-Analyzing Online Learning Collaborations in Diverse Learning Contexts
Presenter(s): Margaret Eileen Tucker, University of New Mexico
Contributor(s): Jasmine Desiderio, University of New Mexico; Yan Chen, University of New Mexico; Monica Jean Dorame, University of New Mexico; Dayra Fallad-Mendoza, University of New Mexico; Austin Megli, University of New Mexico
Online learners who come from diverse contexts and disciplines have demonstrated different approaches to collaboration and knowledge construction. We used qualitative interaction analysis followed by quantitative determination of the Interaction Analysis Model phases to examine the pattern of social construction of knowledge in online collaborative groups across social contexts and disciplines. This study contributes to previous literature by contributing a unique perspective on how social construction of knowledge may be different in diverse learning contexts.

T09-A Study of Time Management of Online Learning for Undergraduates in China
Presenter(s): Yan Li, Harbin Normal University
Online learning provides undergraduates with greater autonomy and more freedom in time management. However, in China, many undergraduates are unable to complete the learning tasks that should be accomplished as a result. Time management has become one of the important factors that affect the effect of online learning. How to help undergraduates to carry out time management of online learning effectively has become a necessary research topic.

T10-Could dissertations speak about ‘open education’ in Turkey? Academic structures and professional discourses
Presenter(s): Merve Basdogan, Indiana University
Contributor(s): Zulfukar Ozdogan, Indiana University
In this study, a critical analysis of the - open education - literature between 1985 and 2018 was carried out. The focus of the paper is 20 dissertation studies conducted on Anadolu University Open Education Faculty (OEF) that is the largest, national distance education provider in Turkey. The dissertations were analyzed both quantitatively and qualitatively to determine the changing trends and discourse on the open education concept. By critically examining the literature, methods, findings, discussion and reference sections of each dissertation, this study aimed to create possible fragments of scientific discourse in the open education field.

T11-Examining Types of Online Student Engagement and their Contribution to Student Satisfaction and Perceived Learning in Online Courses
Presenter(s): Berhane Teclehaimanot, University of Toledo; Jiyu P. You, University of Michigan
Contributor(s): Shujuan Wang, University of Toledo
This study aims to achieve two objectives, first to validate the online engagement instrument developed based on
available frameworks; second to determine engagement factors that contribute to student satisfaction and perceived learning in online courses. Research Questions 1. Is there any relationship between types of online engagement and student satisfaction? 2. Is there any relationship between types of online engagement and student perceived learning? Method Survey method is used for this study as it provides the data on how students are engaged in online courses and their satisfaction toward online courses and their perceived learning. A questionnaire will be sent to all students taking three Educational Technology online courses taught by one of the investigators in Spring 2019 semester. If, not enough responses received, we will administer the survey in the other Educational Technology courses offered in Summer and Fall 2010 semesters taught by the investigator. Instrumentation Upon reviewing the student engagement instruments available, an instrument with five Likert-scale was created. The Likert-scale questions sought online student engagement level of each engagement aspect, and their satisfaction and perceived learning. Five questions regarding participants’ demographics were also included in the questionnaire. Instrument

T12-Exploring learners’ motivation to use discussion forums in massive open online courses MOOCs
Presenter(s): khadijah alghamdi, indiana university bloomington; Manal Alsaif, IU
This paper presents the proposal to explore the factors that influence MOOC learners’ participation in the discussion forums from the perspectives of active learners, passive learners, and instructors. This study employs a mixed-mode cross-sectional questionnaire design which allows for collection of both qualitative and quantitative data using two different data collection instruments (two questionnaires for the active and passive learners and an interview for instructors).

T13-Framing and Engaging: Situative Tools for Generative Online Learning
Presenter(s): Grant T. Chartrand, Indiana University
Contributor(s): Christopher D. Andrews, Indiana University
This presentation reports the development of a program of research drawing upon situative theory to promote generative learning in online courses. Specifically, the research applies expansive framing and productive disciplinary engagement to allow learners to utilize their experiences and positioning to frame and engage with curricula. Learners are asked to connect course content with people, places, topics, and times beyond curricular-defined boundaries while also enabling learners to further develop their nascent disciplinary practices.

T14-Free Tools to Create Interactive Online Content
Presenter(s): Emily Shank, 21CCCS; Joe Michener, 21CCCS; Lauren Michener, 21CCCS
Educators and developers will have the opportunity to interact with and be empowered to create their own interactive online content using four free, user-friendly online tools: H5P, Deck Toys, Bannersnack, and Nearpod. Participants will leave the session with inspired ideas and the know-how to implement what they have learned right away, whether in a fully online, blended, or brick-and-mortar setting.

T15-Helpful Supports for Online Teaching Faculty in Higher Education
Presenter(s): Kiran Budhrani, University of North Carolina at Charlotte; Florence Martin, University of North Carolina Charlotte
This research examines which forms of faculty development supports are helpful in preparing faculty to teach online and how they vary based on contextual or demographic factors. Survey data was collected from 205 faculty from the United States. Chi square analysis noted significant differences for workshops, training, or webinars, web resources/tutorials, 1-1 consultations, videos or handbooks on LMS, and online helpdesk support. Recommendations for faculty development programming, training, and instructional design support are discussed.

T16-Instructional Design Mapping for the Transition to OER-based Curriculum: An Online Course Redesign
Presenter(s): Yu-Ju Lin, Purdue University
Contributor(s): Debra Runshe, Purdue University
This paper proposes the redesign of an online core-curriculum course for the implementation of open educational resource (OER). The implementation aims to promote the institutional-wide OER initiative and reconstruct core-curriculum with
open pedagogy. We specifically utilize the concept-mapping tool to visually present design and decision-making points when fully adopting OER into an online course. Some design guidelines are initially classified in terms of instructional design and 4 Rs (i.e., reuse, revision, remix, redistribution) of OER.

**T17-Measuring Knowledge Structure For Multimedia Learning**
Presenter(s): Hwei-Kit (Grace) Chang, The Pennsylvania State University
Contributor(s): Minkyung Lee, Pennsylvania State University; Roy B Clariana, Pennsylvania State University

Knowledge Structure is a useful construct to explain the ways of mental representation. Sorting tasks have been shown to elicit relatedness of concepts and this KS measurement can help the needs for the measurements that indicate cognitive processing during multimedia learning. Thus, the goal of the current research is to confirm a study from Clariana(2009) on the use of sorting tasks in text and extend the scope to measure KS with multimedia(text and visual) learning.

**T18-Mind wandering in video lecture: Individual differences and effects on learning**
Presenter(s): Jiahui Wang, Kent State University
Contributor(s): Amy L Burris, Kent State University

The study aims to investigate a) impact of adding an instructor to a video lecture on learner’s mind wandering; b) effects of domain-general and domain-specific individual differences on learner’s vulnerability to mind wandering; c) influence of mind wandering on learning and satisfaction. First, individual differences were assessed, including classroom media multitasking habits, domain-general prior math interest, and domain-specific prior knowledge. Each participant then watched a video lecture with or without instructor presence and reported the amount of mind wandering. Learning, satisfaction, and perceived learning were measured after the video.

**T19-Online but On Paper? Paper versus online completion for at-risk college student success**
Presenter(s): Tara Bunag, Modesto Junior College; Michelle Maloney, University of Pacific
Contributor(s): Eileen Camfield, University of Pacific

This presentation describes the lessons learned from the Thriving Tigers program, an online extended orientation course which included identity mapping and reflection to help prepare at-risk students first entering a university. The quantitative results, including success measures for the students, will be presented, along with the analysis of the maps. Student maps showed distinct differences depending on whether they were completed online or on paper, and the implications for online course design will be discussed.

**T20-Teaching presence in synchronous and asynchronous blended online teaching based on MOOCs**
Presenter(s): Xuemei Bai, East China normal university
Contributor(s): Xiaqing Gu, ECNU; Hongliang Ma, Shaanxi normal university

Teaching presence is an effective online teaching design and evaluation framework. Synchronous and asynchronous blended online teaching based on MOOCs provide students synchronous interaction with teacher. This study investigates whether such innovative teaching can achieve ideal results using the concept of teaching presence to evaluate the effectiveness of MOOC teachers’ teaching from two perspectives: a) the level of MOOC teachers’ teaching presence. b) The impact of teaching presence on students’ learning outcomes.

**T21-The Tie that Binds: What is the Role of the Threaded Discussion?**
Presenter(s): Barbara Miller Hall, Northcentral University

Threaded discussions are a key component of online courses designed within a social constructivist framework. Yet, research demonstrates that these discussions are unsatisfactory to both instructors and learners. So, in what direction should we be moving – towards better design and facilitation or away from threaded discussions altogether? Join this roundtable to share your thoughts.

**T22-Employing the Cognitive Load Theory to Design Effective e-Learning Courses**
Presenter(s): Smruti J. Shah, Old Dominion University
Contributor(s): John Baaki, Old Dominion University
e-Learning is very different from the traditional face-to-face environment. However, often unknown to the differences between the traditional and e-learning instructional design, educators and instructional designers usually create e-learning courses that are merely a dump of information that they originally created for the traditional setting. This presentation will provide insights on how to design effective e-learning courses that reduce the cognitive load and foster learning. Implications to the field of instructional design will be discussed.

T23-Motivating Faculty to Create Equitable Learning Experiences
Presenter(s): Hannah Elizabeth Digges Elliott, Western Kentucky University
To inspire others in their quest to motivate faculty to create accessible course experiences for all, the presenter and participants will share the various interventions approaches taken to motivate the creation of accessible content and provide personal experiences, examples, and data (where available) as to their levels of success. Multiple interventions and approaches will be discussed including the ALLY technology that analyzes learning management system content for accessibility.

T24-Personalizing Professional Learning for Higher Education Faculty
Presenter(s): Allison Barsnica Hall, Arizona State University
This roundtable session will center around discussions of a personalized professional learning program developed for higher education faculty engaged in designing online courses. Details surrounding the development of the program and faculty’s experiences using the resources to develop online courses will be discussed. Instructional designers and professional development coordinators would benefit from attending this session.

T25-Different Usages of Mobile Documentation Between Fathers and Mothers in a Reggio Emilia-Inspired Kindergarten
Presenter(s): Moon-Heum Cho, Syracuse University
Contributor(s): Seongmi Lim, Ball State University
The purpose of this study was to investigate parents’ use of mobile documentation in a Reggio Emilia-Inspired kindergarten. A total of 274 parents (103 fathers and 171 mothers) participated in the survey. The results showed significant differences in using mobile documentation use between fathers and mothers. Mothers checked it more frequently, left messages more often, and shared the information provided with others more often than fathers. A further discussion is provided.

T26-Math Differentiation with Khan Academy Mappers
Presenter(s): Cassandra Chiffon Best, Morehead State University
This roundtable session will introduce and discuss Khan Academy Mappers as an instructional strategy to provide math differentiation for students. Khan Academy Mappers will reinforce the NCTM standards and principles of Equity, Learning, and Technology. The purpose of this presentation is to provide a method of personalizing math lessons to multiple students simultaneously. The presentation will be presented through the Division of Emerging Learning Technologies.

T27-Pre-service teachers’ collaborative learning experience in iPad-enhanced settings
Presenter(s): Yu-Chun Kuo, Rowan University
Contributor(s): Yu-Tung Kuo, Purdue University
This study investigated pre-service teachers’ collaborative learning experience in iPad-enhanced learning environments. Three variables, including perceived collaborative learning, and iPad self-efficacy, and their correlations with perceived learning experience were examined. Participants were pre-service teachers from a northeastern university in the United States. Perceived collaborative learning and iPad self-efficacy were significant predictors of pre-service teachers’ perceived learning. Discussions and implications were provided based on major findings of this study.

T28-Scaling Up Makerspaces in Higher Education: Breaking Barriers and Making Them More Approachable
Presenter(s): Gi Woong Choi, State University of New York at Oswego
This study explores design implications when adopting makerspaces into higher education context. Five stakeholders who were involved in establishing a makerspace in a university campus were interviewed. The stakeholders sought to create a makerspace that is more accessible to general public within the university with a purpose of helping them overcome different barriers (i.e. difficult usability, psychological barrier, physical barrier, and disciplinary barrier) by simplifying the workflow of making and fostering critical design thinking skills.

T29-Spherical Video-based Virtual Reality Learning Environments: Considerations to Promote Transfer of Skills for Individuals with Autism
Presenter(s): Noah Glaser, University of Cincinnati
This session will explore spherical video-based virtual reality (SVVR) as an emerging technology for promoting the development of skills for people with autism spectrum disorders (ASD). The use of SVVRs in the field will be detailed and explored. Preliminary research from the field will be presented to highlight possible affordances and opportunities for implementation.

T30-Pedagogical Issues and Challenges for Cross-Cultural Online Instruction
Presenter(s): Chien Yu, Mississippi State University; Kun Huang, University of Kentucky
Contributor(s): Gabe Posadas, Mississippi State University
This presentation examines current educational and strategic studies of cross-cultural distance learning, and helps develop an up-to-date understanding of the issues as well as challenges pertinent to cross-cultural online teaching and learning. In addition, the study seeks to provide instructional strategies to incorporate multicultural experience in designing online teaching or training, and help extend audience’ knowledge and understanding of cross-cultural perspectives, influence of cultural differences on learning, and implications for designing cross-cultural distance learning.

T31-Technology Leadership: School Administrators’ Perceived Knowledge, Importance, and Perceptions Toward Virginia Technology Standards for Instructional Personnel (VTSIP)
Presenter(s): Chien Yu, Mississippi State University
Contributor(s): Kimberly Muchenje, Mississippi State University
Administrators, as school leaders in this technological age, must be willing to learn best practices with technology. The purpose of the study was to determine administrators’ perceived knowledge, importance, and perceptions of technology standards toward Virginia Technology Standards for Instructional Personnel (VTSIP). The study found the administrators understand the need for technology standards and see their importance in their administrative practice; but, there is a gap between the administrators’ perceived knowledge, importance and perceptions.

T32-Inclusive Instructional Design From a Multi-Country Perspective: Supporting Learners Around the World
Presenter(s): Susie Gronseth, University of Houston
Contributor(s): Elizabeth Dalton, University of Rhode Island, Dalton Education Services International (DESI)
Inclusive learning is a global issue, as educators and designers of instruction work to reduce learning barriers for students with disabilities and other varying learner challenges. Universal Design for Learning (UDL) and similar approaches are used by educators around the world as part of teaching and learning in K-12, higher education, and other educational contexts. This session will discuss key themes relating to inclusive instructional design ideas from 88 educators in over 15 countries.

T33-Open and Distance Learning in Turkish Journals
Presenter(s): Cengiz Hakan AYDIN, Anadolu University
Contributor(s): Serap Ugur, Anadolu University; Soner Sozler, Bulent Ecevit University; Can Guler, Anadolu University
The goal of this paper has two folds: First was to analyze the research articles published in 3 widely accepted journals published in Turkey to be able to explore the current trends in the field of ODL research during the period 2010-2015. Based on this analysis, second, it it tries to draw a big picture about the issues and problems in ODL research in Turkey.
This paper might be beneficial for those who are interested in what is happening in Turkey in terms of ODL research, and by those participants who would like to conduct similar studies in their countries and regions.

T34-Perceived Effects of Smartphone Usage on Students’ Attitude Towards Learning in a Health Training Institution
Presenter(s): Justice Yao Woelinam Dzamesi, College of Health, Yamfo, Ghana; Evans Danso, College of Health, Yamfo, Ghana
Contributor(s): Jacob Manu; Kwadwo Oteng Akyina, University of Education, Winneba
It focuses on how smartphones could have tremendous effect on the learning attitude of our students in institution of higher learning. The barriers to effective use of smartphone technology in classrooms have also been discussed. It would be much useful to anyone who is interested in using technology for instruction in classrooms and educational policy makers.

T35-What Works for Learners in MOOCs
Presenter(s): Cengiz, Hakan Aydin, Anadolu University
Contributor(s): Irem Erdem-Aydin, Anadolu University; Mujgan Yazici, Anadolu University
This paper intends to review the results of a study that examines the learners’ experiences in MOOCs. Total 754 learners voluntarily participated the online survey developed to collect data. The preliminary results have shown that the learners tend to use videos more than any other instructional material. Those who are interested in exploring learners’ experiences in MOOCs might find this paper interesting.

T36-Building Up the Next Generation Through Mentoring: Lessons Learned & Best Practices from Three Perspectives
Presenter(s): Yi-Chun Hong, Arizona State University; Jonathan M Spector, Department of Learning Technologies
Contributor(s): Wilhelmina Savenye, Arizona State University; Jennifer L. S. Chandler, Arizona State University; Jean Larson, Arizona State University; Claudia Zapata, Arizona State University; Leanna Archambault, Arizona State University; Kristin D Elwood, Arizona State University; Milton C. Nielsen, Texas State University; Liz Strand, Medha Dalal, Arizona State University
Mentoring of mid-career professionals in educational technology fields, including design, technologies and teaching, is the focus of this interactive session. Issues, challenges, lessons learned, best practices and recommendations from mentoring experiences in three environments will be discussed: 1. Learning design and technology graduate programs, particularly involving online mentoring; 2. Faculty development in higher education; 3. An intensive mentoring program with equal focus on mentors and mentees related to education in a national engineering research center.

T37-The Evolution of AECT for Practitioners
Presenter(s): Leslie Blatt, School Media Technology Division; Bruce Robert Duboff, School Media & Technology; Michelle Dawn Rogers-Estable, SUNY Oneonta
What is a practitioner? Where do practitioners fit into AECT? What value do they bring, and how can we attract more practitioners to AECT? The opinions and attitudes expressed by our members during this roundtable session will be added to other discussions held earlier in the year and presented to the Leadership Development Committee and the AECT Board of Directors as a part of the efforts of the LDC subcommittee on recruiting practitioners for AECT.

T38-Designing Classes Based on the Science of How Students Learn
Presenter(s): Sheri Stover, Wright State University
New cognitive research is showing us that many of the learning strategies our students are using are highly ineffective. Participants will learn specific strategies they can incorporate into their classroom to incorporate this new science of how people learn to enhance their students’ long-term memory.

T39-Developing a Sustained Community of Practice through Facebook
Presenter(s): Candice Leigh Freeman, Old Dominion University
This roundtable discussion will explore the use of Facebook groups to create professional learning networks (PLN)
that transform into sustained communities of practice (sCOP). Discussion will be grounded in topics associated with situated cognition, such as cognitive apprenticeship, and complex learning. Participants will share engagement challenges encountered and opportunities discovered that a Facebook group poses to an effective PLN.

T40-Inspiring the Next Generation of Learners: Hand-held-Devices to Advance Student Language Acquisition and Mathematics Competency
Presenter(s): Cheryl Burleigh, University of Phoenix
Teachers, as inspired learning professionals, continuously strive to develop exciting curriculum to actively engaged students in the classroom. To advance language acquisition and mathematics competency, hand-held devices are used to improve individual student learning goals while maintaining a direct connection to learning. This exploratory case study, based on systems thinking, grounded in stories shared by educators, not only revealed teachers’ observations of students success, but also the powerful impact hand-held devices have in the classroom.

T41-Learning and board games in the digital age
Presenter(s): Rebecca Yvonne Bayeck, Penn State University
In the digital age, board gameplay is gaining in popularity and this renaissance is sometimes attributed to the multiplication of board game channels on Youtube (Muench, 2017), or to the need to socialize and interact in person (Jolin, 2016). The current paper discusses board game resurgence and its implication for learning in the 21st century for digital learners.

T42-New Trends in Continuing Professional Development
Presenter(s): Scott P Gibbons, University of Cincinnati; Kay Seo, University of Cincinnati;
Contributor(s): Matt Yauk, The Ohio State University
This session focuses on how professional development has been impacted by recent innovations in distance education. In this presentation and discussion, a variety of professions are represented, including education, health, and technical fields. During this roundtable, we will discuss key digital tools and the new and creative ways those tools are being used. Through an analysis of current research, specific examples of distance education strategies being used for professional development are compared to more traditional approaches, leading to employers choosing distance education as their preferred method of professional development. Through an examination of current uses of social media, Massive Open Online Courses (MOOCs), and communication software this roundtable also explores the many uses of technology tools and their effect on the disciplines now using distance education as a means to educate new employees and develop the skills of existing workers.

T43-Undergraduates’ perceptions of flipped classroom by STEM, Gender, and School Years
Presenter(s): Moon-Heum Cho, Syracuse University; Gi Woong Choi, State University of New York at Oswego; Soo Hyeon Kim, Indiana University-Purdue University Indianapolis
Contributor(s): Taehee Kim, Korea University; Beomjin Lee, Pusan National University
The purpose of this paper was to investigate undergraduates’ perceptions of flipped classroom by STEM, gender, and school years. A total of 338 students recruited from seven STEM and five non-STEM courses participated in the study. The results showed STEM or non-STEM was not significantly differentiated students’ attitudes toward flipped classroom and their perception with lecture classroom. However, gender was significantly influential to both students’ attitudes toward flipped classroom and their comparison to lecture classroom.

T44-High Tech Tools and Human Performance: Are We Optimizing the Potential of the Newest Technologies?
Presenter(s): Marilyn Rice, Sam Houston State University; Kimberly N LaPrairie, Sam Houston State University
Is the human performance potential advancing at a relational rate appropriate to keep up with the increased rate of advancements in technology? A solid foundation of fundamental knowledge, along with well-established critical thinking, communication, and collaboration skills, get us started toward optimizing the potential of the newest technologies. In this session, examples of where and how some of these gaps exist; and discussion will ensue on how to begin to bridge the gaps.
T45-Improving Performance
Presenter(s): Elizabeth Bailey, Bailey & Associates, Inc.
When you are asked by management to provide training, don’t you wish you knew if training was the right solution? Let’s explore Thomas Gilbert’s Behavioral Engineering Model and the modifications made to that theory by Roger Chevalier and Carl Binder and other researchers, identify elements that support and impact behavior, and review a few of these challenges. Bring a challenge you are having and let’s discuss it! This session supports people managers at any level.

T46-Inspiring Newcomers with Onboarding Best Practices: A Literature Review
Contributor(s): Kari Diane Knisely, Florida State University
Think about an organization that you have joined in the past. Was the process of joining the organization a good experience or not? We call this the onboarding experience. Onboarding experiences are rarely effective and need improvement in most organizations. Ineffective onboarding practices are linked to decreased employee engagement, turnover, and more. The following literature review analyzes the onboarding literature and uncovers best practices to consider while onboarding a newcomer for long-term positive results.

T47-The Importance of Part-time Faculty
Presenter(s): Jennifer M Combs, EdD student at Morehead State University and educator
The presenter will explain the importance that adjunct faculty have to both full time faculty and students. The presentation will offer suggestions on ways to include adjunct faculty in professional development, meetings, college functions and conferences. There will be an emphasis on the importance of adequate training for adjunct/part-time faculty. The presenter will use PowerPoint, handouts and Kahoot, an interactive online learning game, to engage with the audience.

T48-Accessibility Evaluation of Academic Websites in America using Automated Tools
Presenter(s): Sunhong Hwang, University of Houston
Contributor(s): Holim Song, Texas Southern University
The purpose of this study is to identify the current status of web accessibility of academic web site, in particularly homepage, in America. Using an automated tool, the researchers examine the entire universities with the data set of the Carnegie classification of institutions of higher education in America. It is the first study to check the homepage of all the universities and colleges, which is the biggest data set in the context of U.S.A higher education.

T49-Collaborative Problem-Solving in Computer-based Learning Environments: A Review of Literature on Issues and Methods
Presenter(s): Lili Yan, Utah State University; Jina Kang, Utah State University
The purpose of this study is to conduct a systematic review of studies on collaborative problem-solving (CPS) in computer-based learning environments. The findings CPS phases and synchrony in CPS were the two most common issues that recent researchers have been exploring. A review of the articles using log data demonstrated the promise of using log data to investigate CPS processes and performances as well as indicating roles in CPS activities.

T50-Early Career Symposium: Inspired by Communication
Presenter(s): Debbie Cockerham, 4617 Inwood
For both graduate students and early career professors, identifying expectations in academic fields may be challenging. An ability to navigate the “invisible agenda” is critical to success in academics: students and professors who have difficulty deciphering expectations may experience lowered productivity, limited progress towards their goals, and even career burnout. This presentation focuses on communication and mentorship needs in supporting new students and professors. Opportunities provided by AECT’s Early Career Symposium will be highlighted.

T51-Examining the Effectiveness of BlendFlex Instruction in Relation to Student Academic Outcomes in Mathematics
Presenter(s): E-Ling Hsiao, Valdosta State University
Contributor(s): Brian Snelgrove, Valdosta State University; Gerald Siegrist, Valdosta State University; Michael
The study is to examine the effectiveness of BlendFlex instruction in relation to student academic outcomes in mathematics. BlendFlex instruction offers additional flexibility for students to choose between face-to-face, online asynchronous and online synchronous instructions according to their needs and change delivery methods at any time. Final course grades for students who participated in a math course that was offered in three different formats, BlendFlex, face-to-face and online, during the AY 2016-2017 and AY 2017-2018 were collected. The results and implications will be discussed in detail during the presentation.

T52-Examining the impact of prototyping to solve problems: How Prototyping Instigate Computational Thinking
Presenter(s): Hamid Nadir, Indiana University Bloomington
The primary goal of this study is to investigate whether prototyping instigate computational thinking (CT). Prototyping have been defined as models or simulations (i.e., sketches, affinity diagram) and CT has been argued as essential skills (i.e., decomposition, abstraction, pattern recognition) necessary for problem solving. There is an existing idea that prototyping is helpful, but the mechanisms that make it helpful are not known in detail. Therefore, this study investigates how prototyping instigate CT through iteration.

T53-Learning from Experts in Early Career Symposium (ECS)
Presenter(s): Meina Zhu, Indiana University
In this concurrent session, the author will present the experience of joining Early Career Symposium (ECS) and the influence of ECS on my career development. The presentation will include the experience and insights I got concerning research, teaching and service, and networking. The future direction will be discussed in this session as well.

T54-Pedagogical Agents as Cognitive and Social Models in Technology-Enhanced Learning Environments: An Instructional Design Perspective
Presenter(s): Xiaoxia Huang, Western Kentucky University; E-Ling Hsiao, Valdosta State University
Contributor(s): Justin Mathews, Western Kentucky University
The purpose of this paper is to discuss the systematic design process and features of two types of modeling examples incorporated into a computer-based learning program that have shown beneficial effects on learning and self-efficacy. Both types of modeling involve pedagogical agents as cognitive and social models. In addition, student perception data will be presented to demonstrate the effectiveness of the program. Implications of the results will be discussed during the presentation.

T55-The Learning Connection Inventory (LCI): Converting ‘collaboration’ from a buzz word into actual practice
Presenter(s): Tiantian Jin, Pearson
Contributor(s): Quincy Conley, Pearson
Budding from the learning science domain, there is a renewed focus to help explain and improve the outputs from different types of collaborative experiences. Accordingly, this proposed conversational roundtable session will focus on discussing evidence-based collaboration techniques for inside and outside of the classroom, between student and student, student and teacher, and teacher and teacher interactions.

T56-Interactivity Design of Massive Open Online Courses: The Perspective of Affordances
Presenter(s): Hengtao Tang, University of South Carolina; Huiruo Chen, University of South Florida
The low retention rate of MOOCs has made their overall usefulness subject to skepticism. For collaborative learning, the pedagogical, social, and technical affordances of the environment underpin its usefulness. Enabling these affordances requires an efficient interactivity design, based on a good understanding of learner experience in that environment. This study thus explored student perceptions of pedagogical, social, and technical affordances of MOOCs and provided new perspectives on furthering existing efforts to boost learner retention.

T57-Self-efficacy change through utilization of instructional strategy: A case example in pulmonary rehabilitation education
Presenter(s): **Thomas Watson Lamey**, Salisbury University & University of South Alabama; **Brandon James Moss**, University of South Alabama

From an instructional design perspective, lack of design and experimental strategy are indicators of limitations to manageable, sustainable, self-efficacious behavioral change. Interventions that foster performance accomplishments, provide vicarious experiences, use verbal persuasion, and decrease emotional and physical arousal aids to develop patient self-efficacy belief have not been designed for hospital-based pulmonary rehabilitation programs. The purpose of this round-table is to discuss pulmonary rehabilitation patient self-efficacy and knowledge changes through use of Gagne’s events of instruction.

**T58-Using ePortfolio to Help Implement Systemic Change in Math Education**

Presenter(s): **Benjamin Emihovich**, University of Michigan-Flint; **Matthew Wyneken**, University of Michigan-Flint

The purpose of this roundtable discussion is to provide information on experiential learning, ePortfolio, and how to catalog the history, culture, organizations, and projects meant to help implement systemic change in math education. Our aim is to inspire professional learning on math education through the use of ePortfolio to implement widespread change in the field.

**T59-Video for Instruction: A Systematic Approach to Changing Video Use at a Research 1 Institution**

Presenter(s): **M. Aaron Bond**, Virginia Tech

Contributor(s): **Daniel Yaffe**, Virginia Tech; **Brooke McGowin**, Virginia Tech

As universities grapple with rapid technological change providing faculty and students with educational tools that are scalable, affordable, and long-lasting can be overwhelming. This presentation will describe a case study for how instructional systems thinking was used at a research 1 higher education institution to design and implement a video for instruction strategy that met the needs of the entire institution.

**T60-Effects of 1:1 Learning Environments on P-12 Teachers’ Cognitive Load and Intent to Adopt Technology**

Presenter(s): **Tara Lillian Dalinger**, University of Central Oklahoma

One-to-one (1:1) environments may have potentially significant effects on how teachers learn to integrate technology and whether they choose to adopt technology. This presentation discusses an investigation of the effects of 1:1 learning environments on P-12 teachers’ cognitive load experienced during technology professional development and their intent to adopt technology.

**T61-Supporting NC School Administrators’ Digital Learning Competencies through Interactive and Personalized Professional Development**

Presenter(s): **Ya-Huei Lu**, East Carolina University; **Bethann M Cole**, East Carolina University

Contributor(s): **Maureen L Ellis**, East Carolina University

In 2017, the NC Department of Public Instruction implemented Digital Learning Competencies (DLC) for Educators and for Administrators on the skills necessary to provide high-quality, integrated digital teaching and learning. However, research has shown that school administrators feel they are underprepared to adequately evaluate teachers’ DLC. This session seeks to discuss an approach to engaging school administrators in a game-based learning environment where they can be immersed in interactive, personalized and differentiated PD.

**T62-Teacher Readiness to Implement Technology Innovations**

Presenter(s): **Charles Hodges**, Georgia Southern University; **Theresa A Cullen**, University of Oklahoma

A lack of technology professional development for teachers is still noted as an issue. This round table discussion focuses on a recent survey of teachers in the United States regarding their perceived readiness to implement a technology innovation in their school. The researchers utilized Bliss and Wanless’ (2018) teacher survey of readiness to implement to determine influences on readiness to implement new technologies. Innovations of interest include mobile learning, 1:1 computing initiatives among others.
T63-Factors of Information Literacy Skills: Goal Orientation, Classroom Tasks, and Cognitive Strategy Use
Presenter(s): Kai Xie, The Ohio State University
Contributor(s): Vanessa Vongkulluksn, The Ohio State University; Sheng-Lun Cheng, The Ohio State University
In this concurrent session, presenters will first describe a research study on learner and classroom task characteristics related to students’ information literacy skills. Presenters will discuss research findings, including how students’ mastery goal orientation and source openness of classroom information tasks are important factors for students’ use of cognitive strategies and information literacy skills. Presenters will then lead the audience in a discussion of how the research results resonate with their personal and teaching experiences.

Presenter(s): Elizabeth Downs, Georgia Southern University
Contributor(s): Stephanie Jones,
In this roundtable, we will discuss the structure, purpose, and value of the new National School Library Standards as well as some of the shortcomings of the document. The new national school library standards are designed to guide interactions with learners, educators, and stakeholders, and help school librarians engage in deep, effective professional practice (AASL, 2018).

T65-PAECT Student Chapters - Building an Ed Tech Professional Learning Network for Undergraduate and Graduate Students
Presenter(s): Lynn Hummel, Bloomsburg University
PAECT has created a network of student chapters across Pennsylvania as part of their efforts to serve undergraduates and graduate students interested in expanding their Professional Learning Network and learning more about educational technology topics. Discover how these beneficial groups have created opportunities for students, faculty, and educational technology professionals. This presentation will describe how students at colleges and universities across Pennsylvania have benefited by joining a PAECT student chapter at no cost to the student.

[NR]From an Outsider to an Insider: Integrating Human-Centered Design (HCD) to Instructional Design (ID)
Contributor(s): Xinyue Ren, Ohio University
The research aims to investigate the relationship between human-centered design (HCD) and instructional design (ID). The idea of human-centered design addressed in Norman’s book, The design of everyday things, is often applied in product design. Design thinking is to solve correct problems by accommodating the clients’ needs. After reflecting on instructional design experience, the researcher found the relationship between HCD and ID and will discuss how to integrate HCD to ID during the presentation.

[NR]Investigating the Pedagogical Foundations of MedEd COTS Resources
Contributor(s): Emma Claire Barbato, University of Central Florida; Atsusi Hirumi, University of Central Florida; Luke Paul Horger, University of Central Florida College of Medicine
This study investigates the pedagogical foundations of Medical Education commercial-off-the-shelf (MedEd COTS) products that provide online resources, review books, and question banks related to Step 1 exam preparation. The study draws upon relevant instructional theories and learning theories to analyze the principles that were employed to develop these resources. Data were sourced from the resources’ websites and follow up interviews with content developers.

[NR]Systematic Review of the Use and Integration of MedEd-COTS
Contributor(s): Luke Paul Horger, University of Central Florida College of Medicine; Atsusi Hirumi, University of Central Florida
A majority of medical students use MedEd-COTS (commercial-off-the-shelf software developed for medical education) to prepare for national Step 1 and Step 2 board exams. A prior systematic review found that MedEd-COTS are not positively
correlated with exam results (McGaghie, Downing, & Kubilius, 2004) but focused only on one feature-commercial coaching. This session builds on the previous review by synthesizing research that examines emerging features of MedEdCOTS that are now being used to prepare for boards.

[NR] Development Trend Of Open Education For The Elderly In China
Contributor(s): Qian Gao, Beijing Normal University, Beijing Open University
Population aging has become a global trend, and learning has served as an increasingly important part of the older adulthood of this growing population. Now lifelong learning has been an important strategy for all countries to cope with active aging. This study will take a systematic review of the measures and policies in elderly education worldwide to investigate the needs and trend of open education for the elderly in Beijing, China.

[NR] Digital Divide: Focusing the Gaps in Both the Quantity and Quality of Technology Use
Contributor(s): Jing Lei, Syracuse University
This concept paper discusses two types of digital divide: the quantity of technology use and the quality of technology use. Not only does the amount of digital access lead to unbalanced distribution of educational resources and opportunities, but also the quality of the digital information people have access to and their ability to make good use of digital technologies and information greatly affect the quality of their educational experience. This paper discusses the magnitude of digital divide, argues that more emphasis needs to put on developing students’ digital citizenship so narrow the digital divide in the quality of technology use, and calls for actions to narrow the persistent “digital divide” that has created inequity in the access to opportunities for all people to benefit from modern technologies.

[NR] Teacher Education “Tech Camp” = Building a Course for Undergraduate Teacher Education Students
Contributor(s): Kerry E Clancy, Penn State University
This roundtable presentation describes the initial collaborative production of a pre-service curriculum dedicated to educational technology. Despite the technological needs of contemporary schools, there are few examples of designed curricula that strive to deliberately infuse technology-enhanced instruction in pre-service teaching experiences. This roundtable presents initial reports on the session implementation of the created modules and seeks dialogue around best practices affiliated with technology-enhanced pre-service program design.
322. GSA - Membership Meeting  
12:00 pm to 12:50 pm  
Convention Center - Conference Rm 4

323. TIL-Lunch at Sid’s Cafe (pre-registration required)  
12:00 pm to 1:00 pm  
Convention Center - Westgate Locations  
The 2019 TIL luncheon will occur at Sid’s Cafe, which is located at off the main casino. Ordering of lunch will be individual choice. Be sure to stay for the membership meeting that will follow immediately after lunch.

324. DDL-Membership Meeting  
12:30 pm to 1:50 pm  
Convention Center - Pavilion 10

325. 34-Wa Invited Workshop- Inspiring Phenomenological Research and Educational Practice  
1:00 pm to 3:50 pm  
Convention Center - Ballroom D  
Presenter(s): Keri Valentine, West Virginia University; Jolie Kennedy, University of Minnesota; Angelica Pazurek, University of Minnesota  
Contributor(s): Mark Vagle, University of Minnesota  
(Note: Pre-registration required) In this workshop, attendees will learn about the variant forms of phenomenology (philosophically and methodologically) so that they can become better informed about their methodological choices. Facilitators will support attendees to consider the ways in which phenomenology can support pedagogical sensitivity and insight (van Manen, 2014), especially as it relates to learning, design, and technology. Handouts will be provided to participants in advance via Google Drive and will be used during the workshop.

326. 34-Wb Culturally Responsive Instructional Design in the Online Environment  
1:00 pm to 3:50 pm  
Convention Center - Ballroom E  
Presenter(s): Amy Marie Grincewicz, Kent State University  
(Note: Pre-registration required) Culturally responsive pedagogy and practice facilitates and supports the achievement of all students. In designing online courses for multicultural diversity, designers must both implement instructional design best practices, but also pay special attention to designing course structure, components, and interaction opportunities that attend to the cultural diversity of students. The purpose of this workshop is to promote culturally responsive instructional design in online courses by having participants develop culturally responsive online course materials.

327. 34-Wc Designing Interactive Data Visualizations  
1:00 pm to 3:50 pm  
Convention Center - Ballroom F  
Presenter(s): Cathy Green, Oklahoma State University  
(Note: Pre-registration required) Bring your own topic of interest and use it as a springboard for developing and communicating information using interactive data visualizations. The workshop addresses topic selection, generation of questions for exploration, identification of data sources and preparation as well as best practices. A laptop with internet connectivity will be useful but is not required. We will discuss data visualization tools and take one idea from the class and complete an interactive dashboard.

328. AECT Invited Session—Q & A session on What Every Educator Should Know about Copyright and Trademarks  
1:00 pm to 1:50 pm  
Convention Center - Conference Rm 7  
In a follow up Q&A session, attendees will be able to bring their questions and ethical dilemmas on intellectual property with respect to copyright and trademarks in education. Bring your questions to ask the lawyers for the legal position/recommendation.

329. AECT Past President’s Luncheon (Past AECT Presidents only)  
1:00 pm to 2:50 pm  
Convention Center - Executive Boardroom

330. CLT Issues in International Contexts-1  
1:00 pm to 1:50 pm  
Convention Center - Conference Rm 10  
Academic, Social, and Cultural Learning in the #bac2018 Twitter Hashtag.  
Presenter(s): Spencer P. Greenhalgh, University of Kentucky  
Contributor(s): Cynthia Nnagboro, University of Kentucky; Renee Kaufmann, University of Kentucky; Sarah Gretter, Michigan State University  
We examined academic, social, and cultural activity in the Twitter hashtag for the 2018 French baccalauréat exam. Because the baccalauréat is socially and culturally significant in France, this activity demonstrated how learning and culture co-exist in online learning spaces. Participants used Twitter for academic learning (e.g.,...
sharing class notes), social learning (e.g., empathizing with other students), and cultural learning (e.g., commenting on the history of the baccalauréat).

331. D&D: Designing for Large Enrollment Programs: Systems and Strategies
1:00 pm to 1:50 pm
Convention Center - Ballroom A

ADDIE-ing the Systems Approach to Improve Instruction for 6000 University Students
Presenter(s): Jeffrey Phillips, Florida State University; James Klein, Florida State University
Contributor(s): Elizabeth Dunne, Florida State University; Mike Siriwardena, Florida State University
This presentation describes how a novice instructional designer and his team followed the systems approach to design and implement a library workshop attended by 6000 freshman at university in the United States. The presenter will provide results from the formative evaluation and summative assessment to show the potential effectiveness of the approach. During the presentation, audience members are encouraged to use polling software to express what methods they would have used in the same situation.

332. D&D: Design Strategies for the Flipped Classroom
1:00 pm to 1:50 pm
Convention Center - Pavilion 6

Investigating the Influence of Pre-class Learning Activities’ Characteristics on Students’ Perceived Learning in Flipped Classroom
Presenter(s): Yanyan Sun, East China Normal Univ.

333. D&D Inspire! Helping SMEs Avoid Fake Learning Outcomes
1:00 pm to 1:50 pm
Convention Center - Pavilion 9

Contributor(s): Chuyi Liu, East China Normal Univ.
This study aimed to understand different characteristics in pre-class learning activities in the flipped classroom model as well as how they influenced students’ perceived learning. The analysis of the survey results collected from a Chinese middle school (N = 551) indicated different distributions of six characteristics in seven pre-class activities. In addition, the six characteristics, namely self-directed, targeted to learning goals, time saving, interactive, comprehensible, and interesting, can statistically significantly predicted students’ perceived learning.

334. DELT: Teacher Perceptions of Emerging Technology
1:00 pm to 1:50 pm
Convention Center - Conference Rm 12

Conducting Temporal Research for Social Media and Other Emerging Learning Technologies
Presenter(s): George Veletsianos, Royal Roads University; Olga Belikov, Brigham Young University
Contributor(s): Nicole Johnson, Open University of Catalonia
We discuss the importance of conducting research on scholars temporal aspects of social media use. We will outline the literature that exists on this topic, but more importantly we will discuss areas of potential exploration of temporal factors in scholarly social media use and ethical responsibilities of understanding these factors. We will posit potential areas of exploration, as well as discuss the implications of this for other emerging technologies.

Exploring Teachers’ Perceptions of Emerging Technologies: Implications for Professional Development
Presenter(s): Laurie O. Campbell, Samantha Heller, University of Central Florida
Contributor(s): Claudia C Sutter, The University of Central Florida
Emerging technologies are technologies that will have an impact on education within a few years. The purpose of this study was to ascertain teachers’ behavioral intentions to integrate emerging technologies into their teaching practices. The importance of these findings can aid educational stakeholders in the programmatic and instructional development of training focused on emerging technologies. The decomposed theory of planned behavior aided in identifying factors related to teachers behavioral intentions for use of emerging technologies.

335. GSA: Tips and Tricks for Journal Publishing: Advice from the Editors
1:00 pm to 1:50 pm
Convention Center - Conference Rm 4
Facilitator: Sharon Flynn Stidham, Virginia Tech
Presenter(s): Stephanie L. Moore, University of Virginia; Albert Dieter Ritzhaupt, University of Florida
Have you always wanted to be published, but are unsure how to start? Do the instructions and manuscript requirements on the journal websites intimidate or confuse you? Do you just want to talk to an editor and know what they think and want in a submission from a student? The editors will inform AECT members on tips for publishing, the expectations of journal editors, and suggestions for writing articles for academic journals.

336. INTL: Globally Inspired Writing
1:00 pm to 1:50 pm
Convention Center - Conference Rm 1
Globally Inspired Writing: Insights from Planning to Publishing an International Edited Book Project
Presenter(s): Susie Gronseth, University of Houston; Curtis J. Bonk, Indiana University; Thomas C. Reeves, The University of Georgia; Ke Zhang, Wayne State University
Contributor(s): Elizabeth Dalton, University of Rhode Island, Dalton Education Services International (DESI); Daniel Schwartz, Routledge; Mimi Miyoung Lee, University of Houston; Thomas Reynolds, National University
Panelists in this session will share their insights and experiences in producing recent internationally-focused edited book projects (Universal Access Through Inclusive Instructional Design: International Perspectives on UDL; MOOCs and Open Education Around the World; MOOCs and Open Education in Emerging Economies: Challenges, Successes, Opportunities), from both the editor and publisher perspectives. Recommendations for developing book concepts, connecting with chapter writers, managing draft development, and finalizing manuscripts will be discussed.

337. KSET: Online Learning Activity in LMS
1:00 pm to 1:50 pm
Convention Center - Conference Rm 13
Does Behavioral Intention to use of LMS really predict Actual Usage in higher education?
Presenter(s): Hyeon Woo Lee, Sangmyung University
Contributor(s): Kibeom Kim, Sangmyung University; Yoon Mi Cha, Sangmyung University; Jong Moon Lee, UBION CO.,LTD.
The use of LMS has been studied on the basis of the TAM, and these studies assume that the intention to use will lead to actual use. However, due to the difficulty of collecting actual usage data, it is limited to the study that just rely on the learner’s self-recognition of actual use. In this session we will present the relationship between behavioral intention and actual usage of LMS in higher education based on TAM.

A Study on the Differences of Student’s Recognition on Discussion Dashboard
Presenter(s): Mina Yoo, Department of Education, Seoul National University; Taehyun Kim, POSCO Global R&D Center; Sung-Hee Jin, Hanbat National University
Various types of dashboards are being developed based on learning analytics. In this session, we will introduce four different types of dashboards that have been developed to support students’ online discussion activities and discuss which types of dashboards are effective depending on the students’ characteristics.

338. LED: Instructional Media
1:00 pm to 1:50 pm
Convention Center - Conference Rm 8
Promoting Student Engagement through a Group Podcast Assignment
Presenter(s): Taeyeol Park, Georgetown University
A school of medicine course gave students an optional group assignment to utilize podcasts to convey medical/scientific information to their peers. They created short podcasts using Discussions in Canvas for peers and faculty to listen to. Their post-assignment feedback presented what learning experiences they
acquired from creating podcasts in the learning management system and indicated how the podcast assignment impacted student engagement and collaborative learning within the course.

Utilizing ePortfolios to Achieve Deeper Reflective Learning in a Graduate Adult Education Capstone Course
Presenter(s): Hamid Nadir, Indiana University Bloomington
Contributor(s): Frank Di Silvestro, Indiana University
This three-year qualitative study of 36 adult education master’s students assessed whether they achieved deeper reflective learning through their development of an ePortfolio. The primary research question was “Did students achieve deeper reflective learning through the development of an ePortfolio?” Based on three guideline questions (what did ePortfolio convey?, what surprised them?, and what did they learn?), researchers identified three themes—(a) Experiencing transformative learning, (b) Surprised by greater self-discovery, (c) Found new personal strengths.

339. OTP: Practitioner based doctoral program / Workforce Readiness
1:00 pm to 1:50 pm
Convention Center - Conference Rm 11

Inspired Change: Career-Coaching and Workplace Readiness for Graduate Students (Re)Entering the Job Market
Presenter(s): Vicki Stieha, Boise State University; Lisa A. Giacumo, Boise State University
Contributor(s): Steven W. Villachica, Boise State University
This University’s (TU) OTP Program designed a career-coaching course to address a perceived career-readiness gap among our graduate students. Our intention is to prepare self-identified candidates as they seek OTP positions. We conducted an empirical developmental evaluation study including survey and interview data to better understand the participants’ perceptions of the career-coaching course. This session will share an analysis of the survey data gathered from 100% of the impacted students involved over 3 semesters.

Redesigning the Ed.D. to meet the needs of students seeking post-graduation employment in non-academic settings
Presenter(s): Nancy B. Hastings, University of West Florida; Byron Havard, University of West Florida; Holly H. Ellis, University of West Florida
The Ed.D. was developed to fill the need for a professional doctorate in education for practitioner/scholars who plan to continue to practice in their chosen fields post-graduation. Research indicates that many Ed.D. programs fail to achieve this goal, instead mirroring traditional Ph.D. programs. This presentation will examine efforts by one institution to completely redesign an Ed.D. program to refocus the coursework, comprehensive “exam”, and dissertation experiences on the unique needs of the intended audience.

340. RTD: Collaborative Learning
1:00 pm to 1:50 pm
Convention Center - Ballroom B

Data-Informed Multimodal Feedback on Online Collaboration
Presenter(s): Min Kyu Kim, Georgia State University
Contributor(s): Cassandra J Gaul, Georgia State University
This pilot study experimented a prototype of participation feedback tool that likely promotes students’ engagement in asynchronous online discussions. The piloted feedback tool utilized a computational model that classify and track learner participation levels over time. We tested the prototype in a graduate-level online course. The results showed that the feedback could cause a positive effect on learner participation at the individual and group levels.

Understanding the sequential patterns of self- and socially shared regulation of learning in computer-supported collaborative learning
Presenter(s): Wanli Xing, University of Florida; Yifang Zeng, Texas Tech University
Contributor(s): Juan Zheng, McGill University
This study identified sequences of self- and socially shared regulatory activities in the online chats and logs of students completing a STEM task in a computer-supported collaborative learning (CSCL) environment. 144 high school and college students participated in a virtual learning environment. The results revealed that successful groups were most likely to start with self-executing and end with socially shared monitoring, while the less successful group were to start with executing and end with self-executing.

341. RTD: Research in Higher Education A
1:00 pm to 1:50 pm
Convention Center - Pavilion 11

Taiwanese College Students’ Self-Regulation and its Relationship with Positive Smartphone Usage and Behavior
Presenter(s): Yu-Ju Lin, Purdue University
Contributor(s): Yang-Hsueh Chen, National Chengchi University, Taiwan
Previously we validated a Short Self-Regulation Questionnaire for Taiwanese College Students (TSSRQ, Author 2018); however, three dimensions only include 2 or 3 items that warrant revision. In this study we revamped the TSSRQ and further explored its association with college students’ perceptions and usage of smartphones (PSPUI). Results indicated significant positive correlations between TSSRQ and PSPUI except for two dimensions. More intricate results and discussions would be shared by the time of conference presentation.

Exploring patterns in undergraduate students’ information problem solving: A cross-case comparisons analysis
Presenter(s): Kun Huang, University of Kentucky; Xun Ge, University of Oklahoma; Victor Law, University of New Mexico
Contributor(s): Yan Chen, University of New Mexico; Ling Hu, University of Oklahoma
A comparative case study was conducted to explore patterns in undergraduate students’ information problem solving (IPS) processes. Three representative cases were analyzed in light of their respective problem-solving stages: problem representation (PR) and solution generation (SG). The cases demonstrated three distinct patterns in IPS among novices: task-driven, information-driven, and reasoning-driven. The findings of this study have not only provided implications for instructional design, but also contributed new insights into the existing problem-solving literature.

342. STC: Instrument Validation to Evaluate Change: Examples from in K-12 Settings
1:00 pm to 1:50 pm
Convention Center - Conference Rm 14
Validation of an Instrument Measuring P-12 Teachers’ Cognitive Load and Intent to Adopt Technology
Presenter(s): Tara Lillian Dalinger, University of Central Oklahoma
Cognitive load experienced during technology professional development may be influential in P-12 teachers’ decisions whether to adopt the technology. A validated survey instrument can facilitate future research on this issue with the aim of improving technology diffusion in districts and schools. This presentation will discuss the validation of a self-report survey instrument measuring P-12 teachers’ cognitive load and intent to adopt technology.

343. TED Inspire! Utilizing Technology
1:00 pm to 1:50 pm
Convention Center - Conference Rm 9
Utilizing Technology to Engage K-6 Students in Retelling
Presenter(s): Krista Ruggles, Utah Valley University
This interactive session will explore how technology can be used to support students’ ability to retell stories in formats that are not only engaging, but build deeper comprehension. Participants will be introduced to and practice using technology tools that can be used to support retelling.

344. TIL-Membership Meeting
1:00 pm to 1:50 pm
Convention Center - Westgate Locations

345. AECT Inspire! Framing ID/HPT project scopes that matter: How can I demonstrate value?
2:00 pm to 2:50 pm
Convention Center - Pavilion 4
Framing ID/HPT project scopes that matter: How can I demonstrate value?
Presenter(s): Lisa A. Giacumo, Boise State University
Contributor(s): Steven W. Villachica, Boise State University
Seasoned ID/HPT practitioners recognize needs, make project scope decisions, and solve learning and development problems. How do you specify scopes which result in improved ID/HPT projects, workplace learning, and job performance? Savvy practitioner-consultants focus on clients’ needs and gaps in performance to gain project sponsorship. The scopes you create become a promise of valued workplace performance that clients, learners, and stakeholders can trust. Come learn and practice powerful, proven strategies you can use or teach your students, in this interactive workshop.

346. CLT Issues in International Contexts-2
2:00 pm to 2:50 pm
Convention Center - Conference Rm 10
Building Academic Capacity with Cultural Relevance: A Cross-Case Analysis of Transnational Partnerships
Presenter(s): Michelle Loo, University of South Alabama, Innovation in Learning Center; Phillip Joseph Ward, University of South Alabama; Yolany L. Lagos, University of South Alabama
Contributor(s): Natalia Volkovetska-Ireland, 21st Century Community Learning Centers
The international collaboration between an instructional design team, two cultural consultants, and two international educators constitutes this cross-case analysis of building capacity for the effective adaptation of professional development content for educators across different cultural contexts. This technology-driven, interactive session focuses on the individual level of academic capacity created through impactful educational partnerships that generate change in international higher education that is practical, sustainable, and culturally relevant.

**Embedded learning in Songo board gameplay**

Presenter(s): **Rebecca Yvonne Bayeck**, Penn State University

This study investigates the playing of Songo, an African strategic board game in an informal setting in Yaoundé, Cameroon. The microanalysis of video-recorded interactions shows that Songo is a space where learning is embedded in the interactions between players and the audience. This paper highlights the complex learning that occurs during board gameplay in different cultural contexts, and highlights the importance of the audience in shaping learning in this informal environment.

### 347. D&D: Exploring How People Solve Problems

**Exploring How People Solve Problems in Real-world Contexts**

Presenter(s): **Ikseon Choi**, The University of Georgia; **Russ Palmer**, University of Georgia; **Meimei Xu**, University of Georgia; **Sejung Kwon**, The University of Georgia

Contributor(s): **Jasmine Choi**, The University of Georgia; **Katherine Walters**, University of Georgia; **Yingxiao Qian**, The University of Georgia; **Cory Gleasman**, University of Georgia; **Duygu Umutlu**, the University of Georgia; **Den Ye**, The University of Georgia; **Swagata Das**, University of Georgia

This symposium presents four themes related to real-world problem solving: how people understand problems, how solving well-defined problems is complex, how people solve problems in dynamic situations, and how problem solving experiences transition to professional identities. Nine interconnected short presentations will explore the complexity of real-world problem solving and will facilitate discussion on expanding the scope of problem solving research.

### 348. D&D: Supporting Deep Learning through Accessible Design

**Efficacy of an Online Executive Function Intervention for Individuals with Epilepsy**

Presenter(s): **Matthew Schmidt**, University of Cincinnati; **Noah Glaser**, University of Cincinnati

Contributor(s): **Constance A. Mara**, Cincinnati Children’s Hospital Medical Center; **Aimee Smith**, Cincinnati Children’s Hospital; **Luke Turner**, Cincinnati Children’s Hospital Medical Center; **Shari Wade**, Cincinnati Children’s Hospital Medical Center; **Avani Modi**, Cincinnati Children’s Hospital Medical Center

The purpose of the Epilepsy Journey eHealth research and development project was to examine the preliminary feasibility, efficacy and acceptability of the program so as to improve executive function behaviors in adolescents with epilepsy. Findings from a single arm pilot trial with 31 adolescents with epilepsy and executive function (EF) deficits strongly suggest global improvements. Further, satisfaction was high with 97% of parents and adolescents rating the program as helpful and indicating that they would recommend to others.

**Using Deep Learning to Recognize American Sign Language Video**

Presenter(s): **Simon Hooper**, Penn State University

Contributor(s): **Pakhi Agarwal**, Jian Liao; **Rayne Sperling**, Penn State University

In our conference session, we will show the video data collection software and demonstrate how the Deep Learning software is capable of recognizing ASL. We will also discuss the suitability of using Deep Learning for other CBM tasks.
350. DELT: Video in Practice
2:00 pm to 2:50 pm
Convention Center - Conference Rm 12
Effects of Collaborative Video Production on Situational Interest of Elementary Students Grades 2 through 5
Presenter(s): Joe Gaston, University of South Alabama; Byron Havard, University of West Florida
The purpose of this study was to determine how Collaborative Video Production (CVP), influences students’ perceived learning, content interest, and school interest. The sample consisted of 242 students and 13 teachers representing grades 2 through 5. Results indicated the presence of Phase 1: triggered situational interest, and Phase 2: maintained situational interest as described by Renninger and Hidi (2016). Students and teachers also described CVP as having a positive influence on the learning environment.

Exploring Student Perceptions of Asynchronous Video-based Discussions: An Initial Investigation of Flip Grid
Presenter(s): Patrick Lowenthal, Boise State University; Rob Moore, Old Dominion University
Asynchronous video-based discussions have affordances that can address some of the constraints of asynchronous text-based discussions. However, very little research has been conducted on the use of asynchronous video-based discussions in online courses. As a result, the purpose of this study was to investigate student perceptions of using FlipGrid for asynchronous video-based discussions in a fully online course. In this session, we will report the results of our inquiry and implications for research and practice.

351. Emerging Technology Showcase
2:00 pm to 2:50 pm
Convention Center - Pavilion Walkthru-Events
T01-Augmented Reality Experiences Using ZapWorks
Contributor(s): Brian J. Seely; Christopher Dunford, Bloomsburg University
Augmented reality (AR) has been receiving a lot of attention, especially in regard to education. AR is an environment that augments your world by layering graphs and images and video on top of it. This session will demonstrate how to use ZapWorks, a technology used to develop AR experiences. Specifically, how to create AR powered video and 3D interactive multi-scene AR experiences using the ZapWorks Studio.

T02-Augmented Reality in Paramedic Training: A Pilot Study
Contributor(s): Penni Eggers, University of Tampa
Emergency management and high level technical medical skills are essential for a paramedic. Paramedic programs in the United States continue to offer traditional instruction using PowerPoint and lecture which does not offer students the ability to witness the direct impact of their decisions. The emerging technology of Augmented Reality (AR) can simulate a real environment with a more controlled sterile 3-dimensional world. This case study performed an inquiry into the application of AR in paramedic instruction as compared to the traditional classroom. Lessons learned during the process offer insight for inspiring professional learning by incorporating AR into instructional design.

T03-Chatbots as Tools for Assisting Learners in a Higher Education Setting
Contributor(s): Noah Koubene, The Citadel, the Military College of South Carolina
Chatbots are software programs using conversational interfaces (some using elaborate natural language processing algorithms, others using basic pattern matching). Chatbots are an easy-to-develop tool with numerous potential uses across the education sector, from conducting assessment in a classroom to confirming student safety on study abroad programs. This session will allow attendees to interface directly with a chatbot developed at The Citadel, and will offer inspiration for the potential uses of chatbots in attendees’ own contexts.

T04-Designing Function Fighters: A digital game-based learning experience for algebraic thinking
Presenter(s): Ginny L. Smith, Florida State University
Are you interested in digital game-based learning? Do you have an idea for a learning game, but you are not sure how to implement it? Then come and check out Function Fighters. Play as a secret agent working for an international covert organization using algebra to communicate and solve problems. Experience targeted gameplay followed by learning game design discussions; no programming experience needed.

T05-Developing Engaging Microlearnings
Presenter(s): Jessica Briskin, Bloomsburg University
Microlearning’s have taken center stage in the learning industry. A microlearning is a brief and targeted learning object that spans between 3 to 6 minutes. During this demonstration, we will show some of the key features about the Articulate Storyline and Adobe Character Animator interface that will help to make more compelling and engaging videos to be implemented as microlearnings.
T06-Drones in Education
Presenter(s): Shawn Vashaw, Penn State
Using drones in educational settings offers new opportunities to engage students in subjects like math, physics, and geometry, but also photography, video editing, and more. Programmable drones inspire the learning of programming languages while camera drones can provide unique perspectives on landscapes, architecture, and urban design, sparking discussions with images never before available to students. Letting students repair broken drones can help teach electrical and mechanical engineering skills. The list goes on. Try it!

T07-Finding features That Matter
Presenter(s): Lei Huang, Guangxi Radio and Television University
Contributor(s): Zhouhua Wu, Guangxi Radio and Television University; Xianhui Wang, Guangxi Radio and Television University
Feature selection technology can instruct the process of feature engineering of educational data mining by evidence explored from data rather than intuition. It’s the formal procedure of exploratory data analysis, thus worths more attention in learning analytics research.

T08-How gender moderates participants’ behavior in 3D teaching-focused VLE: case study of STEM GTAs
Presenter(s): Mariya Pachman, FSU
Contributor(s): Fengfeng Ke, Florida State University; Zhaihuan Dai, Florida State University; Xin Yuan, Florida State University
While gender differences are often observed in school age children use and performance in virtual learning environments (VLE) and educational games, they are considered to be of a less importance when designing virtual educational experiences for science majors or STEM graduates. The latter are thought to have more technological experience and developed spatial skills facilitating learning in VLEs. We argue that it might be an overly optimistic approach, as the lack of gender-attuned design led males in our study to focus on the easiest for them exploratory activities and females – on communications, thus, promoting the gender differences in those skills.

T09-Instructional Design & Educational Technology
Augmented Reality Storytelling — IDET ARtS
Presenter(s): David Squires, Texas A&M University - Corpus Christi
“The IDET ARtS app allows users to interact with an invisible world of Augmented Reality learning content. Aim your device at static images, text, artwork, and instructor facilitated content and watch static objects and artifacts come to life through Augmented Reality technology. Just download the IDET ARtS app, launch it, and add a digital layer to your own learning environment. Ask about being apart of the Augmented Reality cognitive impact research study and the use cases for embedded AR application analytics collection.”

T10-Interactive Posters: Using Emerging Technology to Enhance the Traditional Poster Experience
Presenter(s): David Gardner, Texas Woman’s University
Contributor(s): Colby Parsons, Texas Woman’s University
The traditional poster session is a tried and true mainstay but it often limits interaction to one in which much of the content is statically presented at once with a largely passive role for the audience. Emerging technology has the potential to enhance, engage, and provide different opportunities for accessing the content. This presentation highlights the use of low-cost electronics and open source animation frameworks to create interactive and audience driven poster presentations.

T11-Jimu Robot Meebot Kit
Contributor(s): Ashrafunnesa Flora, Northern Illinois University
Jimu Robot Meebot Kit is an educational toy that uses a real programming language called Swift Playground programming language. Students can build, program and share robotic creation. It can be used with iphone, ipad or even with an android. The limitation of this emerging technology is students select from a library of pre-programmed actions. Participants will control the robot and try different moves using iphone, ipad and/or smartphone.

T12-Middle School Famous Folks Research
Presenter(s): Donna Swift, Hammarskjold Middle School
The Famous Folks Festival at Hammarskjold is a collaboration between the sixth grade Social Studies department and the Media Center. Over the last six years this unit has evolved from a purely paper and pencil project into a true multi-media presentation with use of the Google Suite of products. Paper posters still make up a large portion of the presentations but the technology component has truly brought this project firmly into the 21st Century and increased student engagement with the topic of famous people from
history that they may have never heard of let alone gotten to know. This unit is a highlight of the sixth grade curriculum and experience.

T13-Mobile Game-Based Language Assessment
Presenter(s): Jan Delcker, University of Mannheim
Contributor(s): Dirk Ifenthaler, University of Mannheim
The goal of the participation at the ET-Showcase is to provide insight into the design, development and evaluation of a game-based language assessment tool for tablets. The overall objective was to create a mobile application for practitioners in kindergarten, enabling these practitioners to gather language data from children aged 3-5. An automated analysis of the data provides information about the child’s language skills. The application offers possibilities how stakeholders can support a children’s learning process.

T14-Play Impossible Game Ball
Presenter(s): Tiffany Roman, Kennesaw State University
Explore physical movement, creative thinking, and Newton’s Laws of Motion with the Play Impossible Game Ball! This app-connected, interactive “smart” ball has ten embedded games that all ages can enjoy. The device features a “Sports Lab” setting that allows learners to build a kinesthetic and analytical understanding of fundamental physics principles. The Play Impossible Game Ball can also be incorporated into movement breaks, health and physical education settings, and preservice teacher technology integration courses. Be delighted, laugh, and learn while playing with the Play Impossible Game Ball.

T15-Reimagining Accessibility Workflows: From Manual Audits to Semi-Automated
Presenter(s): Hannah Elizabeth Digges Elliott, Western Kentucky University
The Center for Innovative Teaching & Learning at Western Kentucky University has a mature accessibility reporting process that includes providing faculty with multiple opportunities for feedback related to accessibility. This presentation will explore our accessibility process and how we are seeking to use Blackboard ALLY to enhance our accessibility workflow and decrease our resources used for this process through a custom program that takes the data created by Blackboard ALLY and turns it into a report that can be shown to and used by multiple stakeholders towards the purpose of increasing accessibility.

Contributor(s): Ismail Md Zain, Dynamic Global Vision Education 4.0 is a school of thought that encourages non-traditional thinking. Teachers need to unpack the curriculum, designing their instruction in an innovative, and professional manner responding to the Industrial Revolution 4.0 for learners’ career development. Along with pedagogical approaches based upon “learner-centered approach”, for a class, group or personalized learning, The Collaborative Instructional Design System is a flexible 21st-century instructional online planning tool, as an option for establishing best classroom instructional designing practices.

T17-The Teacher Responding Tool
Presenter(s): James P Bywater, University of Virginia; Ginger S Watson, University of Virginia
Contributor(s): Jennifer L. Chiu, University of Virginia
Teacher Responding Tool uses machine learning and natural language processing to support the development of teacher feedback skills by providing teachers with recommendations for how to respond to the open responses of their students. Participants will be able to interact with the web-based tool teacher interface, and with the different recommendations that the tool selects for a variety of student explanations.

T18-Transformative and Creative Emerging Technologies
Presenter(s): Sarinporn Chaivisit, Ayodeji Ibukun, Thanh Do, Frances M Alvarado-Albertorio, Penny Thompson, Kalianne Lund Neumann, Susan Stansberry, Tutaleni I. Asino, Oklahoma State University
Contributor(s): Abiodun Ajayi, Kathy Essmiller, Oklahoma State University
The Oklahoma State University Emerging Technologies and Creativity Research Lab. There are varied technologies that are transforming or have the potential to transform teaching, learning practices and learning environments. Such technologies Augmented Reality applications, 3D printing, HoloLens, Telepresence robot, Sphero robot, Wacom pad, Flight simulator, EEG machine, Little Bits and videogames platforms such as Xbox. In our presentation, we will have transformative technology tools that audiences can interact with and engage in conversation on ways they can be used creatively.
T19-Uncovering Student Stories of Digital Learning
Presenter(s): Greg Cottrell, Learnics & East Stroudsburg University; Isabel Resende, Learnics & East Stroudsburg University
As students search, explore, and exploit the internet, they create a trail of data. We call this data “Targeted Online Learner Analytics”. Join us to learn how targeted online learner analytics (TOLA) reveals a story of learning that influences teachers’ instructional design. This session will highlight how doctoral researchers and classroom teachers have partnered with programmers to create tools that allow teachers to make meaningful and actionable insights that improve teaching and learning.

T20-Using Articulate Storyline and 3D Video to Create eLearning Courses
Presenter(s): Jessica Briskin, Bloomsburg University
Contributor(s): Hailey Kramer, Bloomsburg University; Shelbe Walker, Bloomsburg University
Articulate Storyline is a powerful authoring tool used to develop eLearning courses. With the increased popularity of videos, specifically 360-online videos, we will demonstrate how to use the Articulate Storyline with the integration of 360 video to create an immersive experience for learners.

T21-Using H5P to Create Engaging Microlearning Experiences
Presenter(s): Jennifer Englund, University of Minnesota; annette mcnamara, University of Minnesota
“Faculty development opportunities based on traditional learning (e.g., workshops) often entail time commitments faculty are unable to make. A just-in-time learning model may be more useful to faculty interested in solving issues or learning new practices. As such, we explored microlearning to deliver an ongoing instructional development project. We will demonstrate a variety of H5P interactions and provide information on how to create your own interactions in H5P and/or revise existing H5P content.”

T22-Volumetric Displays...You’re My Only Hope!
Presenter(s): Eric Stauffer, James Madison University
Imagine the scene from Star Wars: A New Hope when Luke discovers the hologram hidden in R2D2. Now imagine having a similar experience with students interacting with a digital rendering of 3D objects in the classroom! Volumetric display devices, although current small, offer a glimpse of this future by using a rectangular prism made of plastic as a graphical display device.

352. GSA: Educational Technology, Social Justice and Critical Whiteness
2:00 pm to 2:50 pm
Convention Center - Conference Rm 4
Educational Technology, Social Justice and Critical Whiteness
Presenter(s): Amy C Bradshaw, University of Oklahoma; DEEPAK PREM SUBRAMONY, KANSAS STATE UNIVERSITY; Camille Dickson-Deane, University of Technology, Sydney; Kae Novak, University of Colorado Denver
Educational technology is not neutral nor is instruction created in a post-racial colorblind space. This session extends last year’s GSA-Educational Technology and Social Equity discussion to include using a critical whiteness lens on how education technology and instructional design is taught and researched. The goal of this session is to account for both sides of dominant culture, colonialism and systemic racism and will go beyond a discussion of multiculturalism and “white racial epiphanies” (Matias, 2016).

353. INTL-Membership Meeting
2:00 pm to 2:50 pm
Convention Center - Conference Rm 11

354. KSET: Online Learning and PLN
2:00 pm to 2:50 pm
Convention Center - Conference Rm 13
[NR]A study of K-12 teachers’ online learning experiences: A literature review of structured and open online professional development
Contributor(s): YUJIN PARK, Florida State University
The purpose of this paper is to summarize and synthesize articles that focus on the learning experiences of teachers’ online professional development by types of learning environments (i.e., structured vs. open). According to the literature review, experiences in both online professional developments are about getting and sharing ideas and information. Also, teachers perceived interactions and feedback as important factors. In conclusion, teachers’ purpose of participation and outcomes are required for teachers’ optimal online professional development.

Building Personal Learning Network (PLN) through Twitter: An Activity System Analysis of Twitter Conference Backchannel
This study uses an activity systems analysis approach to understand the current practice of Twitter conference backchannel where academics and practitioners build their personal learning network and actively engage in professional development. Though participants in Twitter conference backchannel are still minorities and there are some tensions between academic norms and SNS norms, participants seem to be successfully fulfilling their original goal of building personal learning network and professional development through Twitter Conference Backchannel.

### 355. LED: It's Win-Win! Implementing Gameshows

*2:00 pm to 2:50 pm*

**Convention Center - Conference Rm 1**

**It's Win-Win! Implementing Gameshows as a Course Design Approach to Promote Student Engagement and Competition**

Presenter(s): *Kiran Budhrani*, University of North Carolina at Charlotte; *Beth E. Jordan*, University of South Florida; *Valora Richardson*, Georgia State University

Contributor(s): *Max Anderson*, University of Illinois College of Medicine at Chicago

This session brings together faculty and instructional design professionals who attended the “Redesign Your Course into a Competition-Based Game-Show Format” workshop at the 2018 AECT convention to discuss their course design plan and experiences implementing a “Gameshow” course design format to a course at their own universities. The panelists will reflect on the strengths, challenges, issues, collaborations, influences, and support requirements of using gameshows to in university teaching and learning.

### 356. OTP Inspire! Inspired Innovation

*2:00 pm to 2:50 pm*

**Convention Center - Pavilion 9**

**Inspired Innovation: Creating Mobile-Based Microlearning Content with Talent Cards**

Presenter(s): *Jennifer A Bauman*, GP Strategies

As learning professionals, we are always seeking new and exciting ways to engage our learners. We are challenged to innovate while keeping learning meaningful, succinct, and readily accessible. In this session, we will explore one such solution for addressing this challenge, Talent Cards. During this session, participants have an opportunity to utilize the Talent Cards application to create a microlearning lesson. Laptops and an Apple or Android mobile device are needed for this session.

### 357. RTD: Learning in STEM B

*2:00 pm to 2:50 pm*

**Convention Center - Ballroom A**

**Understanding temporal patterns of students’ engagement in engineering design**

Presenter(s): *Yifang Zeng*, Texas Tech University; *Wanli Xing*, University of Florida; *Charles Xie*, Concord Consortium

Contributor(s): *Xudong Huang*, Concord Consortium; *Juan Zheng*, McGill University

Using learning analytics and educational data mining, we investigated the temporal variation of longitudinal engagement in engineering design. A total of 111 9th grade high school students’ engagement participated. Our results showed that students who are gradually inactive in the engineering design process have the worst performance among three clusters, while there is non-significant difference of performance between the remaining two clusters. Explanations for these results and implications are provided.

### 358. RTD: Research Methods A

*2:00 pm to 2:50 pm*

**Convention Center - Ballroom B**

**Scaffolding New Qualitative Researchers Through Decision-Based Learning**

Presenter(s): *Rick West*, Brigham Young University; *Heather Leary*, Brigham Young University

Qualitative inquiry is a tapestry of different methods, positionalities, techniques, and paradigms that position us in unique ways towards participants and data. But how can we teach the complex and varied approaches to qualitative inquiry to new scholars? One approach to scaffolding students in learning complex material is decision-based learning (DBL). In this paper we will fully explain the DBL teaching method and share an example qualitative inquiry decision tree that we use with students.

**Attuning Oneself in Research: A Sensory Ethnographic Approach**

Presenter(s): *Nate Turcotte*, Penn State University

Contributor(s): *Ty Hollett*, Pennsylvania State University

This proposal reports a Category 3 Research Methodology. This qualitative sensory ethnographic study (Pink, 2009) sought to explore how instructors of a Golf Teaching and Research Center (GTRC), integrated data-rich teaching to better serve their students learning across settings. Specifically, this paper discusses the innovative methodology and methods that were employed to understand the
pedagogical encounters of GTRC instructors and students. During our presentation, video examples of our approach will be shown.

359. STC Publication Opportunities: A Q&A Session
2:00 pm to 2:50 pm
Convention Center - Conference Rm 14
Presenter: M. Aaron Bond, Virginia Tech
A primary goal of the Division of Systems Thinking and Change (STC) is to create awareness about systems thinking to shape change in diverse organizational environments. We provide our members a space to shape the direction of our field with publication opportunities. To that effect, the division is working on several publications to disseminate knowledge from theory to practice. Please come join our Q&A session to learn more about the nature of these publications and how you could contribute. We will discuss the upcoming book of Systems Thinking for Improvement and Change: Case Studies for the Everyday Practitioners and an upcoming TechTrends special issue sponsored by Systems Thinking and Change.

360. TED: Gamification and VR in Teacher Education
2:00 pm to 2:50 pm
Convention Center - Conference Rm 9
Teaching Teachers about Gamification through Experience: Gamifying a Graduate Course on Digital Learning
Presenter(s): Nancy Flanagan Knapp, University of Georgia
Gamification is all the rage, but few teachers have experienced gamified learning for themselves. This interactive presentation shares lessons learned in the process of designing an introductory digital learning course for teachers in Classcraft (a gamified LMS) and teachers’ responses and reflections on their experiences as students in this fully gamified course. Participants will be invited to try out the “quests” from the class, share experiences, and access/contribute to a shared online bibliography on gamification.

An Evidence-based Study on the Confidence and Cognitive Load in a 3D VR Teacher Education Environment
Presenter(s): Hao He, University of Missouri; Jhon Bueno, University of Missouri-Columbia Columbia; Minh Thi Ngoc Pham, University of Missouri, Columbia, USA; Xinhao Xu, University of Missouri-Columbia; Gayathri Sadanala, University of Missouri, Columbia;
This presentation will introduce a research study on how non-IT students from higher education (teachers or pre-teachers with various ages) learn to create a 3D virtual reality learning environment within three-weeks online learning. The study focuses on these teachers or pre-teachers’ learning experience and cognitive load during the learning process. Audiences who are interested in learning experience, confidence, and cognitive load will benefit in this presentation.

361. TED: Preservice Teacher Technology Skills and Beliefs
2:00 pm to 2:50 pm
Convention Center - Conference Rm 8
The Role of Observations of Technology Integration in Future Teachers’ Perceptions of What Makes a Good Teacher
Presenter(s): Michael Jay Nelson, The Ohio State University; Nathan Hawk, The Ohio State University
This study of future teachers in field placements explored the connections between their observations of technology and their perceptions of the abilities of their mentor teachers. Students who perceived their teachers as having strong constructivist TPACK viewed them as being effective with instructional strategies, student engagement, and classroom management. Surprisingly, frequent observations of an active, constructive classroom negatively impacted perceptions of C-TPACK, and this relationship was amplified when the mentor teacher taught English language arts.

Validation of the Digital Natives Assessment Scale (DNAS): A Multi-institutional Sample
Presenter(s): Dave Mulder, Dordt College; Matthew L Wilson, Kennesaw State University; Jacob A. Hall, SUNY Cortland
Today’s young teachers entering the profession are often assumed to be technologically savvy, and have been referred to as “digital natives.” However, there is some confusion over what that terminology actually means. The purpose of this study is to validate an instrument designed to describe characteristics attributed to digital natives. Teo (2013) developed and validated with secondary school students the Digital Natives Assessment Scale (DNAS). This study seeks to validate this instrument with a new population (i.e., university undergraduates).

362. CLT Issues in TEFL
3:00 pm to 3:50 pm
Convention Center - Conference Rm 13
[NR]Cultivating Intercultural Competence through an Online Course for English as a Foreign Language Teachers: An Instructional Design Project
363. DDL: Analyzing Course Design
3:00 pm to 3:50 pm
Convention Center - Pavilion 10

Examining Perceptions of Course Design in Relation to Student Engagement and Academic Achievement in Online Learning Environments
Presenter(s): Kui Xie, The Ohio State University
Contributor(s): D’Jeane Peters, Boise State University
Sheng-Lun Cheng, The Ohio State University; Zilu Jiang, The Ohio State University; Sheng-Bo Chen, The Ohio State University

The purpose of this present study is to examine the relationships between perceptions of course design, student engagement, and academic achievement in online learning environments. Four hundred and forty undergraduate students participate in this study. The results of structural equation modeling reveal that students’ perceptions of how well a course is structured significantly predict their cognitive and behavioral engagement. These engagement indicators, in turn, significantly predict final course grades.

What Constitutes Effective, Efficient, and Engaging Instructional Design?
Presenter(s): Emily Shank, 21CCCS; Joe Michener, 21CCCS; Lauren Michener, 21CCCS

Contributor(s): Yu-Chieh Wu, 1986
The purpose of this instructional design project is to cultivate intercultural competence for English as a foreign language teachers in an online module. Three professional development lessons were developed based on the attention, relevance, confidence, and satisfaction model. Quantitative and qualitative data were collected to evaluate the effectiveness of the module. Participants are expected to be aware of the language and identity issue and make the world a more inclusive place.

Evaluation of TEFL Training In Thailand: A Technology driven, cross-cultural approach
Presenter(s): Lisa A. Giacumo, Boise State University
Contributor(s): D’Jeane Peters, Boise State University

How do you develop a systematic evaluation process for a non-governmental organization (NGO) training that spans across cultures? We’ll share a combination of evaluation frameworks, best practices for cross-cultural program evaluations, and client input strategies. We’ll also share the results of this case study approach, for which we delivered evidence-based recommendations valued by the client. Finally, we present the implications of this methodology for formative evaluations of intensive-short-term, cross-cultural workplace-focused training.

364. DDL: A Process for Teacher Evaluation
3:00 pm to 3:50 pm
Convention Center - Ballroom B

[NR]The Virtual School Teacher Evaluation Process
Presenter(s): Paul Kish, Kent State University; Paul Kish, Kent State University
Contributor(s): Paul Kish, Kent State University

At Kent State University I conducted a research study that examined the teacher evaluation process that exists within virtual schools. My study examines current practices in evaluating teachers in virtual school settings to better understand evaluation processes and practices. School leaders have a responsibility to conduct teacher evaluation as a process for accountability and to identify standards needed for improvement and growth. Much is still being learned in the area of virtual school instructional best practices; there is a dearth of research in this area and it is difficult to identify (Ferdig, Cavanaugh, DiPetro, Black, & Dawson, 2009). My research study identifies the evaluation process that exists within virtual schools; therefore, connections with teacher evaluation and instructional best practice can be further understood in the virtual school setting. My research and presentation will review the answers to the following questions: 1. How do virtual school leaders conduct teacher evaluations within a virtual K-12 school setting? 2. What strengths do virtual school leaders conduct teacher evaluations within a virtual K-12 school setting? 3. What challenges do virtual school leaders face in the evaluation of teachers within a virtual K-12 school setting?

365. D&D: Multidisciplinary Influences on Instructional Design Practices
3:00 pm to 3:50 pm
Convention Center - Pavilion 6

Design precedent: Critical knowledge as it is defined and used across fields of design
Presenter(s): Elizabeth Boling, Indiana University; Ahmed Lachheb, Indiana University School of Education; Merve Basdogan, Indiana University; khadijah alghamdi, Indiana University Bloomington;
Hamid Nadir, Indiana University Bloomington; Meina Zhu, Indiana University
Contributor(s): Victoria Abramenko-Lachheb, Indiana University School of Education; Meize Guo, Indiana University Bloomington; Parama Bhattacharya, Indiana University

The purpose of this literature-based study is to examine the state of knowledge across fields of design regarding design precedent. To enrich the understanding of design practice, to inform theory so that it speaks more clearly to practice, and to enhance teaching in the field require use of knowledge from multiple fields of design. Design precedent is a critical construct; this study is a step toward understanding its variations and nuances.

Curriculum Design with Systematic Analysis, Interdisciplinary Collaboration, and Research
Presenter(s): Juhong Christie Liu, James Madison University; Eric Stauffer, James Madison University
Contributor(s): James West, James Madison University; Nick Swayne, James Madison University

As the instructional design of courses and learning activities become a normal practice of professional development for teachers and faculty members, curriculum design has risen to tag the expertise of instructional design professionals. These curriculum design projects demand a high level of collaborative efforts to look into discipline-specific accreditation standards, to analyze existing resources including course catalogues and technology infrastructure, to update emerging pedagogy and technology, and to evaluate diverse teaching team and student compositions. This presentation will share the practical knowledge gained through several curriculum design projects from the perspectives of systematic analysis, interdisciplinary collaboration, and research.

366. D&D: Strategies and Infrastructure to Promote Case-based Learning
3:00 pm to 3:50 pm
Convention Center - Ballroom A

Pedagogical Cases in Integrating Technology into Instruction: Celebrating and Learning from Failure
Presenter(s): Lucas John Jensen, Georgia Southern University
Contributor(s): Jackie Kim, Georgia Southern University

This presentation will highlight two practitioners’ attempts at using technology tools to promote student engagement in high school and college contexts. A review of implementing technology tools—a gamification system called Classcraft and the social media platform Twitter—and a discussion of the failed instructional experiments with technology will be presented. The presenters will reflect on their experiences and provide pedagogical insight to educators thinking of using similar technology tools to support student learning.

Effects of Case Library Recommendation System on Problem Solving and Knowledge Structure Development
Presenter(s): Kyung Kim, Northern Illinois University
Contributor(s): Andrew Tawfik, University of Memphis; Dongho Kim, University of Florida

Despite some positive learning outcomes, related research suggests that novices often overlook important aspects when using case libraries. One way to overcome this issue is through recommendation system algorithms. This study adds to the existing literature about PBL, CBR, and scaffolds in terms of: (a) how case libraries scaffold PBL and (b) what supports novices need to retrieve the optimal case (c) retrieval strategies employed during the development of knowledge structures.

367. DELT: Incorporating Emerging Technology
3:00 pm to 3:50 pm
Convention Center - Conference Rm 1

Incorporating Emerging Technology for Different Disciplines and Different Students: One Year Later
Presenter(s): David Gardner, Texas Woman’s University; Pamela Jones Ponnens, UT Southwestern University; Jenny S Wakefield, Dallas County Community College; Jonathan S Gratch, University of West Georgia
Contributor(s): Julie Libersat, Texas Woman’s University

Educational technology professionals need to rapidly adapt to how technological changes are leveraged in face-to-face and online settings as well as predict and adjust to technical, pedagogical, financial, and administrative obstacles. This panel discussion revisits the topics and questions discussed last year highlighting the current struggles, successes, and strategies of panelists incorporating emerging technologies into different disciplines and levels of education. Current work with digital assistants, 3-D printers, Raspberry Pis, and video are addressed.

368. FR: Gamifying an Online Instructional Design Course
3:00 pm to 3:50 pm
Convention Center - Conference Rm 7
Presenter(s): Susie Groenseth, University of Houston
Educational Design Research (EDR) was applied in the study of gamification as a pedagogical technique to increase learning motivation and engagement in an online instructional design course. Story and role-play elements, along with a gamified point structure, were incorporated and refined as part of the course redesign. Data were collected and analyzed through two course iterations. Design principles that emerged through the study are discussed.

**369. GSA: Researching Competencies for Online Teaching**

*3:00 pm to 3:50 pm*  
*Convention Center - Conference Rm 4*

**Facilitator:** Kiran Budhrani, University of North Carolina at Charlotte  
**Presenter(s):** Florence Martin, University of North Carolina Charlotte; Swapna Kumar, University of Florida; Albert Dieter Ritzha upt, University of Florida

In this session we will discuss instructor competencies for online teaching, various aspects of which have been researched by the panelists. Faculty readiness for online teaching measured by a survey to examine faculty perception of importance of online teaching competencies and their confidence towards online teaching will be discussed. Second, findings from a study where eight award-winning online faculty members were interviewed from across the United States will be discussed. Based on interviews, it was found that online instructors were assuming five different roles, Facilitator, Course Designer, Course Delivery, Subject Matter Expert, and Mentor. Third, we will present research on online competency identification and instructor development, with a particular focus on online adjunct instructors. In addition to discussing findings from our studies, we will also review other research that has examined online competencies, and discuss directions for future research.

**371. LDC: Moving Up the Organizational Food Chain**

*3:00 pm to 3:50 pm*  
*Convention Center - Pavilion 9*

**Presenter(s):** Robert Reiser, Florida State University; Alison Carr-Chellman, University of Idaho; Jason Huett, University of West Georgia; Anthony A. Pina, Sullivan University  
**Contributor(s):** Marcus Childress, Baker University

At some point in their academic careers, many faculty members have the opportunity to move into an administrative role. Is this an opportunity worth considering? What are the skills necessary to take on such roles? What are benefits and challenges of doing so? During this session, a panel of administrators will address these questions and others. If you have been considering a move into administration (or even if you haven’t!), this session is for you!

**372. Leadership voices: Past presidents and their roles in shaping our future**

*3:00 pm to 3:50 pm*  
*Convention Center - Pavilion 4*

**Presenters:** Heather Leary, Brigham Young University; Kay Shelton, Northern Illinois University; Richard Dietzel, Keiser University; Matt Ames, Virginia Polytechnic Institute and State University; Robert Doyle, Harvard University; Darryl Draper, Old Dominion University; Wendell Johnson, Northern Illinois University; Barbara Lockee, Virginia Tech; Jill Stefaniak, University of Georgia; Charles White, NESLA

Good leadership in an organization comes from intelligent, organized, determined individuals with strong “soft” and emotional skills. Leaders bring historical knowledge as well as future visions that can
be passed on to new leaders. This session will present stories from past presidents including their history, accomplishments and initiatives in AECT as president, and other interesting information that has impacted the AECT of today.

373. LED Inspire! Sketchnoting
3:00 pm to 3:50 pm
Convention Center - Conference Rm 8
Sketchnoting: The Evolution of Notetaking In Digital Age?
Presenter(s): Xue Yang, University of North Texas; Lin Lin, University on North Texas; XIAOZHE YANG, Eastern China Normal University
Imagine you are at a seminar when your attention is wandering way from the speaker, what will you choose to do next: grab your smartphone to explore something interesting or grab the pen to take some notes? In this presentation, you’ll discover a new way of taking cognitively engaging as well as visually attractive notes, which you will most probably post to social media proudly as a beautiful proof of your learning.

374. OTP: Collaborative Learning Measures
3:00 pm to 3:50 pm
Convention Center - Conference Rm 12
Developing an organizational citizenship behavior (OCB) measure for collaborative learning
Presenter(s): Sung “Pil” Kang, University of New Mexico; JaeHwan Byun, Wichita State University; Victor Law, University of New Mexico
Contributor(s): Yunkyoung Seo, Seoul Women’s University; Kristen Ferris, University of New Mexico
Organizational Citizenship Behavior (OCB), a discretionary individual behavior that can promote the effective functioning of the organization (Organ, 1988), can be a beneficial concept in a collaborative learning setting where it may affect learning outcomes, learner satisfaction, and social loafing. In this research, we developed a measurement of OCB for a collaborative learning and validated it. The implications of the research for workplace learning as well as higher education will be discussed.

Promoting Effective Teamwork in an eLearning Course
Presenter(s): Dennis Charsky, Ithaca College
Contributor(s): Lisa Farman, Ithaca College
Many students and professors have mixed experiences using team based instructional approaches and assignments. To combat the potential limitations of team-based approaches, some advocate for structuring teams similar to organizational teams. One such approach was implemented in an undergraduate eLearning course. A structure was implemented that positioned students in a hierarchy similar to an instructional design team. This presentation will detail the structure and the students’ reactions to the structure gathered from survey and interviews.

375. RTD: Provocations to Envision the Future
3:00 pm to 3:50 pm
Convention Center - Pavilion 11
Provocations to Envision the Future of the Educational Technology Field
Presenter(s): Enilda Romero-Hall, The University of Tampa; Tugce Aldemir, Pennsylvania State University; Patricia Young, Uni. of Maryland Baltimore Co.; Xun Ge, University of Oklahoma; Vanessa Dennen, Florida State University; Thomas C. Reeves, The University of Georgia; George Veletsianos, Royal Roads University
This panel aims to create an open and rich discussion about the controversial and sensitive, but critical questions about the educational technology field as a scientific community. We elicit issues, questions, and criticisms about the educational technology field from the members of the AECT community. The goal is to create a list of provocations for the field as a result of rich dialogue between the provocateurs and the conciliators.

376. STC-Membership Meeting
3:00 pm to 3:50 pm
Convention Center - Conference Rm 14

377. TED Inspire! Preparation for K-12 Blended Teaching
3:00 pm to 3:50 pm
Convention Center - Conference Rm 9
Preparation for K-12 blended teaching: A competency-based approach
Presenter(s): Charles R. Graham, Brigham Young University
Contributor(s): Cecil R Short, Brigham Young University
This Inspire! session provides a series of activities related to five core areas of blended teaching - online integration, data practices, personalization, online interaction, and going from planning to practice. Attendees will leave with instructional materials and strategies to help K-12 teachers implement blended teaching, and free access to an online copy of the book K-12 Blended Teaching: A Guide to Personalized Learning and Online Integration.
378. TIL: Augmented Reality and Computer Adaptive Learning
3:00 pm to 3:50 pm
Convention Center - Conference Rm 10
Exploring Augmented Reality to Support Literacy
Presenter(s): Tami Fessenden, Florida Gulf Coast University
Contributor(s): Michele Stork, Florida Gulf Coast University
The nature of digital communications technology has so permeated the way we communicate, informally and formally, that it has become more than a tool in many ways. This presentation is an overview of the digital activities incorporated into a literacy festival for 2,000 Title I elementary students. Results of the effectiveness of the activities will be shared with the audience.

379. AECT-IVLA Inspire! Evaluating the Effectiveness of Visual Thinking Strategies Training
4:00 pm to 4:50 pm
Convention Center - Pavilion 9
Evaluating the effectiveness of Visual Thinking Strategies training
Presenter(s): Brad Hokanson, University of Minnesota
Contributor(s): Meghan Hendrickson, University of Minnesota; Yun Ha Seo, University of Minnesota
This study investigated a college course where Visual Thinking Strategies (VTS) was used to develop critical thinking skills by viewing and analyzing artwork. Visual Thinking Strategies is a learner-centered observational process using an image and a simple sequence of questions (Housen, 1999). This process is effective in evoking participation and engagement by learners. Housen created a categorization for responses which was used to develop the metric for this research.

380. CLT: Access/Equity/Social Justice Issues in ECT
4:00 pm to 4:50 pm
Convention Center - Conference Rm 11
Resisting Curriculum Violence: The Praxis of Social Justice in Instructional Design
Presenter(s): Valora Richardson, Georgia State University
With the increasing diversity, instructional designers should be aware of how social inequality impacts the learning environment. We must ensure that we do not develop materials which compromise the intellectual and psychological wellbeing of learners which Ighodaro, Erhabor, and Wiggan define as curriculum violence. In this presentation, I will provide examples of what curriculum violence looks like and present an instructional development framework grounded in social justice.

The Rural vs Urban Divide in Educational Technology: Reality or Myth?
Presenter(s): Ayodeji Ibukun, Oklahoma State University; Tutaleni I. Asino, Oklahoma State University
Over the past decade, understanding the digital divide (gap) between learners in rural and urban community schools has been a research trend amongst stakeholders in educational technology. Work done in this area leads one to ask whether the divide is real or perceived. This study explores whether there is a gap in the way technological tools are deployed between rural and urban community schools, using Oklahoma State as a context.

381. CLT: Gender Issues in ECT
4:00 pm to 4:50 pm
Convention Center - Conference Rm 13
The Effectiveness of Game Design Studios and Robotics at Enhancing Women’s Domain Identification with Computer Science.
Presenter(s): Ali Alshammari, University of Tabuk
The underrepresentation of women in computer science is a serious issue with ramifications that affect not only women working in the field, but also the field at large. This study tested the impact of coupling constructionist gaming with studio pedagogy in a game design studio on women’s, learning of, self-efficacy in, attitudes toward, and domain identifications with computer science. The results compared the implementation of the game design studio with robotics and traditional pedagogical practices.

The Woman-Scientist Identity Interference - Traversing the Pipeline through New Pedagogy and Institutional Reformation
Presenter(s): Caitlin Porterfield, University of Oklahoma; Amy C Bradshaw, University of Oklahoma
This qualitative study focuses on the experiences and perceptions of women in STEM in regard to the woman-scientist identity interference and explores the barriers in higher education that prevent the integration of these two identities. Participants in this study emphasize the need for critical action in higher education to cultivate gender equality and create greater access for women in STEM.
382. Committee: Leadership Development
4:00 pm to 4:50 pm
Convention Center - Pavilion 3

383. D&D: Designing for Accessibility
4:00 pm to 4:50 pm
Convention Center - Ballroom A

Formative Design and Evaluation of an Immersive Learning Intervention for Adults with Autism: Implications for Research and Practice
Presenter(s): Matthew Schmidt, University of Cincinnati; Dennis Beck, University of Arkansas; Noah Glaser, University of Cincinnati
Contributor(s): Carla Schmidt, University of Cincinnati; Fahad Abdeen, University of Arkansas
We present here the formative design and evaluation of Virtuoso, an immersive learning intervention for adults significantly impacted by autism. Research on VR-based interventions has some empirical support, but more is needed. Training focused on using public transportation. Usage testing utilized observational and survey methods. Implications on the impact on quality of life for adults with ASD will be discussed.

Designing for Online Learning Accessibility: An Instructional Design Project
Presenter(s): Victoria Lowell, Purdue University; Tadd S Farmer, Purdue University; Yishi Long, Purdue University; Mohan Yang, Purdue University
The instructional design (ID) planning and development process can provide rich experiences for learning. In this presentation, the designers will discuss an ID project involving building a set of online instructional modules on designing online instructional content for accessibility for instructional design students. Through describing the design and development project, the designers will examine the designer’s experiences, their process, and their expectations, and the results of their development.

384. D&D: Holistic Views of Instructional Designers
4:00 pm to 4:50 pm
Convention Center - Pavilion 6

[NR]Research Methodology Group: The Community of Scholar Practitioners to Enhance Quantitative Qualitative and Mixed Methods Designs
Contributor(s): Mansureh Kebritchi, University of Phoenix
The purpose of this presentation is to share the experiences and insights of the multiple members about their leadership roles and strategies for teaching quantitative, qualitative and mixed methods designs within a framework of a Research Methodology Group (RMG) in online setting. This presentation will inspire the attendees by sharing strategies to engage online faculty and students in research methodology teaching and learning, evolving into scholarly leaders, and advancing their professional lives.

A Shift to a Holistic Appreciation of the Designer: A literature review
Presenter(s): Katherine L. Bevins, University of Tennessee; Craig D. Howard, The University of Tennessee Knoxville
This presentation will present a literature review that juxtaposes instructional design and technology (IDT) scholarship with scholarship drawn from other fields of design. We surveyed two research areas to identify design constructs paralleled in IDT scholarship. Then, we examined how IDT scholars are addressing this literature in their analysis of the design process as it relates to designing instruction. We found that current IDT scholars address concepts of design that appear across design disciplines, and are inching towards a holistic appreciation of the designer as one who shares and communicates in unique ways.

385. DDL: Motivating Your Self in PD Opportunities
4:00 pm to 4:50 pm
Convention Center - Pavilion 10

Professional Learning in Action: Using Virtual Teams to Teach Leadership in an Online Business Course
Presenter(s): Susan Loucks, Indiana University; Ahmed Lachheb, Indiana University School of Education; Meina Zhu, Indiana University
Contributor(s): Gamze OZOGUL, Indiana University; Victoria Abramenko-Lachheb, Indiana University School of Education; Vlademir Abramenko, Indiana University; Annisa Ratna Sari, Indiana University
In this concurrent session, the authors present the findings of a study that examined how virtual team meetings allowed students to practice leadership skills in an online business course. The authors will describe the context of the study and the overall instructional strategy used (cascading model), the research method (video analysis) and findings that have implications for research in the areas of online learning, instructional design, and using virtual teams to teach leadership.

386. FR: A Scenario-based Authentic Virtual Environment (SAVE)
4:00 pm to 4:50 pm
Convention Center - Conference Rm 7

A Scenario-based Authentic Virtual Environment
(SAVE) for Child Pedestrian Safety Education: Its Design and Learning Benefits
Presenter(s): Ikseon Choi, The University of Georgia; Sejung Kwon, The University of Georgia
Contributor(s): Katherine Walters, University of Georgia; Yeonjoo Ko, The University of Georgia
Nearly 1.3 million people are killed on the road every year. Half of them are vulnerable road users, such as pedestrians and cyclists. And children are four times more vulnerable to the traffic accidents than adults are on the roads. To address this global issue, a scenario-based virtual reality learning environment has been developed where children can experience three most frequent accident situations and make their own decisions, followed by an one-on-one debriefing session with a facilitator to reflect on their virtual behaviors and decisions. The results reveal that children’s safety behaviors have been significantly improved. Key features of the program will be discussed.

387. GSA: Fireside Advice Chat: Making the Transition from Graduate Student to New Professional
4:00 pm to 4:50 pm
Convention Center - Conference Rm 4
Presenter(s): Ana Donaldson, University of Northern Iowa - Retired; Sharon Flynn Stidham, Virginia Tech
Contributor(s): Barbara Locke, Virginia Tech
When making the transition from graduate student to new professional the politics and rules are not always neatly laid out for you. Come hear from two panelists who discuss their experiences and offer advice as to how best to handle this transition.

388. INTL: Research in International Context
4:00 pm to 4:50 pm
Convention Center - Conference Rm 1
Research in International Context: Collaborating, Networking & Interacting with International Scholars: International Forum
Presenter(s): Chih Hsiung Tu, Northern Arizona University; Tsung-Yen Chuang, National University of Tainan; aysun güneş, Anadolu University; Eda Atasoy, Anadolu University; Eri Ono, Mie University; Raziye Güleş Sabuncu, Anadolu University
Contributor(s): Recep Okur, Anadolu University; İker Usta, Anadolu University
The International Division invites the outstanding researchers and scholars from all over the world, including the award recipients from International Division. The scholars from Japan, Taiwan, and Turkey will discuss their global views in educational technology with multicultural perspectives. This presentation facilitates presenters and audiences networking and seeking for cross countries/cultures research, and collaborations. The theme for this year is cross cultural online communication and global learning community.

390. LDC: Effective Administration
4:00 pm to 4:50 pm
Convention Center - Pavilion 11
Effective Administration Inspired by Technology
Presenter(s): Cheryl Murphy, University of Arkansas; Susan Stansberry, Oklahoma State University; Alison Carr-Chellman, University of Idaho; Charles Hodges, Georgia Southern University
Contributor(s): Marcus Childress, Baker University
This panel will share how their background knowledge and skills in the field of educational technology have shaped day-to-day practices in their roles as university administrators. Specific examples to be shared include using: web analytics to guide program planning; digital dossiers and Qualtrix to facilitate evaluations; telepresence to support cross-college collaborations; data visualization to support accreditation efforts; gamification of campus training; an LMS as policy repository, electronic signatures to decrease paperwork; and other practices.

391. LED Inspire! Inspiring Self-Directed Learning
4:00 pm to 4:50 pm
Convention Center - Conference Rm 8
Inspiring Self-Directed Learning Using Self-Determination Theory
Presenter(s): Valary Oleinik, valarywithawhy.com
In this interactive session you will get to explore how to leverage aspects of the self-determination theory of intrinsic motivation (autonomy, mastery, and relatedness) to design courses that help develop your learners’ confidence and curiosity and set them on the track to being more self-directed in their future learning endeavors.

392. OTP: Clinical Research Training
4:00 pm to 4:50 pm
Convention Center - Conference Rm 12
Working with Clinical Researcher Trainers on Incorporating Active Learning into Courses
Presenter(s): Kathleen Lenert, Medical University of South Carolina
In an academic health center, the trainers in the research administration domain are typically experts in their
fields of clinical research coordination, federal grant administrators, and regulatory compliance staff. Trainers do not often have a background or experience in methods to enhance student learning. In this case study, the course is transitioned from a primarily lecture format to a blended learning model with interactive learning and student engagement strategies.

Collaborative Development of Problem-Based Learning Cases About Child Traumatic Stress: A Project Review
Presenter(s): Hannah M Grossman, UCLA
This project review describes how a collaborative group developed problem-based learning (PBL) cases for specific workplace trainings. Conducted in a PBL format, work was conducted in an asynchronous manner and then combined synchronously. The project used design-based research to create products that met specific learning objectives in diverse learning contexts. To illustrate the collaborative process, several artifacts from the case development process will be shared, as well as feedback and recommendations from project participants.

393. RTD: Learning and Performance Support B
4:00 pm to 4:50 pm
Convention Center - Ballroom B
Implementation of STEM-Integrated Robotics Curriculum: Examination of Learning Outcomes and Computational Thinking Development
Presenter(s): Yi-Chun Hong, Arizona State University
Contributor(s): Zhi-Hong Chen, National Taiwan Normal University
Computational thinking (CT) has been prioritized as an essential skill for digital citizens in the 21st century. Many K-12 educators thus have embarked on developing students’ CT through the STEM-integrated robotics curriculum. In this presentation, we will share the implementation of the curriculum. Additionally, we will report the students’ improvement in STEM tests. We will also provide closer examinations of students’ evolving computational thinking development throughout the curriculum across teams.

Exploring socially shared metacognition in collaborative problem solving: Learning analytics perspective
Presenter(s): Hengtao Tang, University of South Carolina; Okan Arslan, Texas Tech University; Wanli Xing, University of Florida
This research discovered students’ socially shared metacognition (SSM) patterns in a CSCL environment and how SSM patterns influenced their task performance. Four clusters were discovered in regards to students’ SSM patterns and their task performance. A significant difference was found on the distribution of success and failure groups among the four clusters. The result provides theoretical implications to advance our understanding of SSM and practical implications to promote better collaborative problem-solving skills.

394. TED: Leveraging Microlearning and Badges to Facilitate Professional Development
4:00 pm to 4:50 pm
Convention Center - Conference Rm 9
Supporting Pre-Service Teachers’ Goal-Setting with Digital Badges
Presenter(s): Zui Cheng, Purdue University; Jennifer Richardson, Purdue University
Contributor(s): Tim Newby, Purdue University
While digital badges (DBs) are gaining increasing recognition as alternative credentials and pedagogical tools to support lifelong learning and self-regulated learning, little research has explored how to use this technology to facilitate goal-setting in specific learning environments. This multiple case study fills this gap by investigating pre-service teachers’ use of digital badges to facilitate their goal-setting process in a hybrid undergraduate technology integration course.

Redesigning 300+ Online Teacher PD Materials to Improve Navigation, Search, and Alignment with Teacher Standards
Presenter(s): Javier Leung, University of Missouri
With 300+ microlearning professional development activities, the linear structure of learning management systems does not support searching and browsing while aligning teacher PD materials to teacher standards. The lack of alignment prevents users from finding materials online that meet their professional needs. The redesign of the EdHub Library supports users with three methods for searching materials while maintaining alignment through (1) sitemaps of teacher standards, (2) search engine features, and (3) casual homepage browsing.

395. TIL: Social Media
4:00 pm to 4:50 pm
Convention Center - Conference Rm 10
Cyber-Harassment Among College Students
Presenter(s): Elizabeth Downs, Georgia Southern University
Contributor(s): Terry Diamanduros, Bryan Griffin, Georgia Southern University
The purpose of this study was to assess cyberbullying
victimization and perpetration among college students. We developed a scale designed to indicate whether respondents experienced, or perpetrated, cyber-harassing incidents in five forms: spoken, written, hacking and impersonating, and social threats/exclusion. This poster will focus on the results of this study and how these results support existing research on cyber-harassment among college students.

**How accessible are U.S. K-12 school websites and how must they improve?**

Presenter(s): *Royce Kimmons*, Brigham Young University
Contributor(s): *Jared Smith*, WebAIM
Website accessibility is a serious civil rights concern that has historically been difficult to measure and to establish success criteria for. By conducting automated accessibility analyses via the WAVE tool, we calculated accessibility norms of a statistically appropriate, random sample of K-12 school websites across the U.S. (n = 6,226) and merged results with national datasets to determine how school demographics influence accessibility.

396. AECT Membership Meeting
5:00 pm to 6:00 pm
*Convention Center - Ballroom C*

Chairs:
*Michael M Grant*, University of South Carolina
*Trey Martindale*, Mississippi State University
*Phillip Harris*, AECT Executive Director

397. University Reception
6:15 pm to 8:00 pm
*Convention Center - Paradise North*
Systems Design and Technology doctoral student, attendees collaborate, investigate sources, and leave inspired to protect student privacy.
398. AECT Quiet Room
5:00 am to 3:30 pm
Convention Center - Conference Rm 6

399. Intern Meeting
7:00 am to 7:50 am
Convention Center - Conference Rm 3
Chair: Megan Conners Murtaugh, Independent Consultant

400. Morehead State Doctoral Seminar
7:00 am to 7:50 am
Convention Center - Conference Rm 4

401. 2020 National Convention Planning
7:30 am to 8:30 am
Convention Center - Conference Rm 15
Chairs:
Xun Ge, University of Oklahoma
Victor Law, University of New Mexico

402. AECT -Board of Directors Meeting II
8:00 am to 11:50 am
Convention Center - Executive Boardroom
Chairs:
Michael M Grant, University of South Carolina
Phillip Harris, AECT Executive Director

403. 41-Wb Creativity in the classroom
9:00 am to 11:50 am
Convention Center - Pavilion 11
Presenter(s): Brad Hokanson, University of Minnesota
(Note: Pre-registration required) Creativity is a mental ability that can be enhanced and which is valuable to educators, designers, and institutions. This session is based on the lessons learned from teaching and researching in the field of creativity. Workshop participants will learn to simply evaluate creative potential, to practice activities designed to encourage personal creativity in the class and add creativity to one’s work.

404. 41-Wc Starting from Scratch: Building a Successful Mentoring Program
9:00 am to 11:50 am
Convention Center - Pavilion 9
Presenter(s): Rebecca M. Reese, Colorado School of Mines; Megan Conners Murtaugh, Independent Consultant
(Note: Pre-registration required) Mentorships are essential relationships for successful career development and are recognized as a critical tool for organizational health and success. One lasting benefit that mentorships often attain is an ongoing connection between participants. This workshop offers participants the chance to develop an action plan for creating a culture of mentorship for their institution from the ground up. Bring your preferred device to access workshop materials provided through the shared Google folder.

405. 41-Wd Developing Yourself as an Asset for Instructional Design Careers in High Education and Private Industry
9:00 am to 11:50 am
Convention Center - Pavilion 10
Presenter(s): Daniel Watanabe, Emporia State University
(Note: Pre-registration required) This workshop examines the process of creating a marketable portfolio for instructional design related careers in higher education and private industry based on the skills and artifacts developed in instructional design graduate degree programs. The workshop is organized into three sections, designed for people looking to enter instructional design or related field as a career, and/ or people desiring to better showcase their body of professional work as an advertisement for future opportunities.

406. CLT Inspire! Safeguard Your Online Persona
9:00 am to 9:50 am
Convention Center - Conference Rm 1
Safeguard Your Online Persona by Using Various Techniques and Technologies
Presenter(s): Sandra Rogers, Spring Hill College
Have you googled yourself lately? What does the Internet search reveal about you? With each hashtag, blog post, tweet, and online project, you are building your online reputation whether you want to or not. In the absence of professional branding, your online persona brands you. Learn to curate your online personal data (e.g., Google Alert for keywords, GoCardigan to cleanse tweets, & reverse search images) and leave with an action plan.

407. D&D: Design Teams in Action
9:00 am to 9:50 am
Convention Center - Conference Rm 12
The Lived Experience of Being a Resourceful Sensemaker on Instructional Design Teams
Presenter(s): Jason K McDonald, Brigham Young University
Contributor(s): Stephen Yanchar, Brigham Young University; Kayla Hunter, Brigham Young University; Brenton Jackson, Brigham Young University
Resourceful sensemaking is the process by which instructional design teams develop a “shared vision” of a project. In this presentation we explore what such sensemaking might mean to people who engage in it. What is it like to be a resourceful sensemaker, in its everyday, commonplace manifestations? This will be an inspiring learning experience for attendees, because exploring the experiences of others can help them see and approach their own work in fresh, creative ways.

**Building a Virtual Multidisciplinary Team with Design Thinking: Dynamic Mini-courseware Applications**

**Presenter(s): Chamaiporn Inkaew, Prince Songkhla University**

**Contributor(s): Jaitip Nasongkhla, Chulalongkorn University**

Building up a virtual multidisciplinary teamwork is conducted by a systematic review of research and best practices of design thinking process with the use of communication technology. Interview with a prospected multidisciplinary teamwork to explore an insight problem of a mini-courseware design, the data is gathered to identify the solutions among experts’ opinions. The result offers a guideline for establishing a multidisciplinary teamwork in a design thinking process driven by a technological platform.

**408. D&D Inspire! Applying Socio-Cultural Theoretical Lenses**

*9:00 am to 9:50 am*

**Convention Center - Pavilion 6**

**Applying Socio-Cultural Theoretical Lenses to Strengthen Problem-Based Learning: Collaboratively Constructing Recommendations**

**Presenter(s): Hannah M Grossman, UCLA**

This session will collaboratively explore instructional design strategies surrounding in-person and distance problem-based learning using three sociocultural frameworks as conceptual lenses: Dialog for learning, cultural border crossing, and collateral learning. The session will be facilitated in a PBL format, with discussion questions meant to reveal rich points. We will discuss how each conceptual lens relates to PBL and use identified themes to reveal instructional recommendations that emerge from the process.

Social cues act as signals in the instructional communication system, and while they are relatively effortless to relay face-to-face, they become more difficult to perceive online where spatio-temporal proximity is altered (Author, 2012). When learning face to face, there is an inherent opportunity to know first-hand where one stands among peers in progressing through tasks. The same however may not be as effortless online as learners work to maintain similar course pace. This session will detail instructional E-mmediacy strategies (Author, 2012) designed to support course pace online.

**Instructional design-focused video production services for online faculty: description, evaluation, and justification**

**Presenter(s): Steven Nagel, The Ohio State University; Ross Tamburro, The Ohio State University**

**Contributor(s): Scott Nelson, The Ohio State University; Meri Ellen Lynott, The Ohio State University**

Video and multimedia are critical components to high quality and engaging online courses. At our institution we have developed a centralized unit with a video and multimedia team to support the development of courses in our fully online degree and certificate programs. In this session, we will describe the suite of video options offered, the infusion of our production team into the instructional design process, and the evaluation of the effectiveness of our video options.

**410. DDL: Supporting the Next Generation (of Faculty)**

*9:00 am to 9:50 am*

**Convention Center - Conference Rm 14**

**Analyzing Faculty Strategies to Mentor Online EdTech Doctoral Students during Research Experiences**

**Presenter(s): Lida J Uribe-Flórez, Boise State University; Jesus Trespalacios, Boise State University**

**Contributor(s): David James Byrnes Jr., Boise State University; Jodi Chilson, Boise State University**

Effective mentoring has been the cornerstone of a successful doctoral experience. However, online environments present unique challenges to creating and maintaining mentor-mentee relationships. To identify strategies that faculty in online doctoral programs use to mentor students, twenty-four participants answered a survey, based on Yob and Crawford’s (2012) framework. We found communication and availability as the most important strategies reported by mentors, and time as the main challenge. Additional findings will be discussed during the presentation.

**409. DDL: Online Engagement in Higher Education**

*9:00 am to 9:50 am*

**Convention Center - Conference Rm 10**

**E-mmediacy Strategies for Dictating Course Pace in the Design of Online Learning Environments**

**Presenter(s): Patricia J Slagter van Tryon, East Carolina University**

Effective mentoring has been the cornerstone of a successful doctoral experience. However, online environments present unique challenges to creating and maintaining mentor-mentee relationships. To identify strategies that faculty in online doctoral programs use to mentor students, twenty-four participants answered a survey, based on Yob and Crawford’s (2012) framework. We found communication and availability as the most important strategies reported by mentors, and time as the main challenge. Additional findings will be discussed during the presentation.
Strategies and factors in online mentoring in graduate education
Presenter(s): Swapna Kumar, University of Florida
Contributor(s): Rhiannon Pollard, University of Florida
As online graduate programs proliferate, online advising and mentoring have increased. Research has focused on formal online experiences such as courses, but online advising, mentoring, and research supervision in graduate education is an area less explored. This review of research on online mentoring in graduate education between 1998 and 2018 reports on strategies, factors, and methodologies identified in the literature.

411. D&D: Motivating the Online Student
9:00 am to 9:50 am
Convention Center - Conference Rm 11
Using Achievement Goal-Based Personalized Motivational Feedback to Enhance Online Learning
Contributor(s): Huanhuan Wang, Purdue University; James D. Lehman, Purdue University
In this study, we proposed and examined a set of personalization rules for designing motivational feedback for online learning based on learner’s achievement goals. The quasi-experimental study results showed students who received this feedback demonstrated a significantly higher level of motivation and satisfaction. They achieved higher performance scores but not significantly than the students in the control group. The post-interview indicated this personalized feedback optimized learning through helping students regulate their learning goals and behaviors.

Toward Automatic Feedback for Learner Participation Regulation during the Online Asynchronous Discussion: A Design Experiment
Presenter(s): Min Kyu Kim, Georgia State University
Contributor(s): Cassandra J Gaul, Georgia State University
This design research study uses a conceptual model of learner engagement to track peer-moderator engagement within an asynchronous online discussion. Two interventions were implemented to increase student-to-student engagement: multi-week moderation periods and data-driven multi-modal participation feedback. Using social network analysis and qualitative data, we show how the Learner Participation Classification can reveal moderators’ patterns of engagement and how the DMF can support students’ development of self-regulation skills.

412. GSA: Fireside Advice Chat: Making the Most of your Graduate Student Experience
9:00 am to 9:50 am
Convention Center - Conference Rm 2
Presenter(s): Jill Stefaniak, University of Georgia; Tonia A. Dousay, University of Idaho; Kelly Ross, University of Oklahoma
While being a graduate student is not always easy, opportunities for growth can present themselves in unique ways. The two panelists for this session discuss how networking within your professional organization and being intentional about the research and projects you are involved in as a graduate student can contribute to that growth.

413. LDC: Connecting and Partnering with Professional Practice
9:00 am to 9:50 am
Convention Center - Conference Rm 7
[NR]Connecting Instructional Design Academic Programs with the Professional Practice World
Contributor(s): Yi Yang, Franklin University
There has been an identified gap between academics and professional practice. In this session, the author will share a five-step approach on how to connect an instructional design academic program with the professional practice world. The five steps are (1) Offer professional focused instructional design and learning program; (2) Embed industry or practice needs into the curriculum; (3) Connect graduates with real-world professional experiences; (4) Educate the professional world about instructional design and learning academic programs; and (5) Reward and recognize learning professionals’ competencies.

Analysis of International Professional Organizations in Educational Technology: Recommendations to Inspire AECT Global Partnerships
Presenter(s): Lucas Vasconcelos, University of South Carolina; Miaoting Cheng, The University of Hong Kong; Lin Zhong, Southern Illinois University Carbondale; Sean Raymond Jackson, Mason County Schools
Collaborative international partnerships among professional organizations connect and inspire leaders to jointly address pressing challenges in their fields. The purpose of this project was tri-fold: create a database of international organizations on instructional technology research and practice, analyze data using text mining techniques, and draft recommendations to inspire initiatives for partnerships with international professional organizations.
414. LED Inspire! EdTech Mystery Series
9:00 am to 9:50 am
Convention Center - Conference Rm 8
EdTech Mystery Series: The Secret of Learner Engagement
Presenter(s): Cara North, The Ohio State University; Anna Rose Leach, University of Arizona
This Inspire! session will keep participants on their toes as they work together to learn the secret of learner engagement. This interactive mystery presentation will have participants pick a sidekick to solve a puzzle based on learner engagement research to find the secret. Topics covered include learner engagement strategies, the use of learning analytics, and case studies in learner engagement.

415. OTP: Instructional Technology and the Job Market
9:00 am to 9:50 am
Convention Center - Conference Rm 13
Instructional Technology as a Gateway for Trending Tech Jobs
Presenter(s): Kristy Bloxham, Utah State University
People with educational technology skills are needed as problem solvers and design professionals in our ever-increasing tech world. Jobs that didn’t even exist in the past now need a special skill set that closely matches those in our field. Find out what those skills are and how to better prepare yourself, and your students, for these in-demand tech jobs.

IDs in IT: Inspiring Instructional Designers To Shift From Higher Ed To Corporate
Presenter(s): Nikisha Watson, Old Dominion University
One of the most important decisions when becoming an instructional designer is whether to work in corporate or higher education. Traditionally, the work of the instructional designer has been to help faculty create online courses. Today, the corporate world is experiencing increasing demand for instructional designers to meet training needs. This practice proposal reports on how one IT company is expanding their instructional design practice, attracting former higher-ed instructional designers to keep pace with demand.

416. RTD Inspire! Be Inspired in a Collaborative Research Team!
9:00 am to 9:50 am
Convention Center - Pavilion 3
Presenter(s): Lisa Yamagata-Lynch, University of Tennessee; Makhosazana Lindiwe Lunga, University of Tennessee; Lisa Shipley, University of Tennessee
Contributor(s): Jason M Mastrogiavanni, University of Tennessee; Hsin Hui Chang, University of Tennessee
The purpose of this interactive presentation is to first share our experiences in a faculty-student collaborative research team within a Learning, Design, and Technology (LDT) doctoral program. By attending this presentation, participants will engage in interactive activities that will help them plan and create artifacts that will help their current and future research teams engage in collaborative work.

417. RTD: Research in Higher Education B
9:00 am to 9:50 am
Convention Center - Pavilion 4
College student conceptions of and approaches to learning computer science and their relationships
Presenter(s): Albert Dieter Ritzhaupt, University of Florida; Zhen Xu, University of Florida
Contributor(s): Karthikeyan Umapathy, University of North Florida; Fengchun Tian, Nanjing Xiaozhuang University
This research attempts to study three research questions: 1) How do college students conceive of learning computer science?, 2) What approaches do they take to learn computer science?, and 3) what are the relationships between these two constructs. We collected data from N = 193 computing majors in the U.S. using two previously validated surveys to answer these questions. Using factor analysis and correlation analysis, we provide preliminary answers to these questions using our data.

418. STC Inspire! Mental Models
9:00 am to 9:50 am
Convention Center - Conference Rm 5
What is your mental model?
Presenter(s): Suha Tamim, University of South Carolina
Have you ever been in a situation where trying to introduce change to solve a problem in your organization seems like an impossible task? This is because solving complex problems requires a systems thinking perspective where key players mental models are explored and understood in order to achieve a shared vision. Through a game-based approach, participants will analyze several problem scenarios, uncovering mental models, and proposing actions to achieve a shared vision and successful change.
419. TED: Attitude Modification through Designed Technology Courses  
9:00 am to 9:50 am  
Convention Center - Conference Rm 9  
Exploring Transformative Learning Experiences of Pre-service teachers in an Educational Technology Class.  
Presenter(s): Frances M Alvarado-Albertorio, Oklahoma State University; Kallanne Lund Neumann, Oklahoma State University; Susan Stansberry, Oklahoma State University  
The purpose of this qualitative case study was to explore the transformative learning experiences of pre-service teachers about teaching with technology and what learning activities contribute to perspective transformation. A total of 28 students participated in the study comparing two different course designs. Fifteen students were enrolled in the experiential learning class, and 13 students were part of the situated learning class. Preliminary findings suggest that students experience perspective transformation in both designs.

[NR]Implementing Growth Mindset Principles into a Digital Literacies Course for Preservice Teachers  
Contributor(s): Aimee Michelle Brenner, Averett University  
Educators who support a growth mindset and incorporate these principles into their instructional practice have produced students who adopt stronger beliefs about mindset and who maintain these beliefs over time. This session will describe the process that was navigated in order to incorporate growth mindset principles into a digital literacies course for preservice teachers, as well as the outcomes, student reflections, lessons learned, and discussion about future modifications that will be made for future courses.

420. AECT Inspire! Navigating Conflict and Professional Challenges  
10:00 am to 10:50 am  
Convention Center - Conference Rm 13  
Presenter(s): Michelle Dawn Rogers-Estable, SUNY Oneonta; Alison Carr-Chellman, University of Idaho  
A hands-on working and discussion session for mid-career practitioners concerning conflict management and interpersonal communication challenges in the field of technology and distance learning support, management and development.

421. CLT: International Research Collaborative for Established and Emerging Scholars (IRCEES) in Educational Technology  
10:00 am to 10:50 am  
Convention Center - Conference Rm 1  
International Research Collaborative for Established and Emerging Scholars (IRCEES) in Educational Technology: A Community for Scholarship of Teaching and Learning  
Presenter(s): Phillip Joseph Ward, University of South Alabama  
Contributor(s): Angela Benson, University of Alabama  

422. D&D: Improving Performance through STEM Applications  
10:00 am to 10:50 am  
Convention Center - Conference Rm 11  
Performance Improvement within a NASA Coding Design Challenge for Students  
Presenter(s): Brandon Hargis, Oklahoma State University; Arturo Sanchez, III, Oklahoma State University; Penny Thompson, Oklahoma State University  
In this interactive session, we share recent shifts that led to reorganizing the NASA Office of Education as the NASA Office of STEM Engagement and aligning to new goals and strategies. Student activities will be driven by NASA missions and support them by contributing to technical needs. We request session participant feedback for our performance improvement process for implementing, analyzing, and evaluating the NASA Spacesuit User Interface Technologies for Students (Suits) Coding Design Challenge Pilot.

423. D&D Inspire! The Trends in IDT Database  
10:00 am to 10:50 am  
Convention Center - Pavilion 6  
The Trends in IDT Database: A Means of Enhancing Your Professional Practice  
Presenter(s): T. Logan Arrington, University of West Georgia; Alison Moore, Pearson; Robert Reiser, Florida State University  
Contributor(s): Fabrizio Fornara, Florida State University; Weinan Zhao, Olivet University  
What’s currently trending in Instructional Design and Technology (IDT)? This session introduces an open educational resource that reports on the implementation of, and attitudes towards, various trends in the field. It discusses how the tool can be used for professional growth, employed in presentations and research papers, and utilized in IDT classes. Attendees are encouraged to bring a tablet or laptop as they will have an opportunity for hands-on exploration of the tool.
424. DDL: Learning Theories in the Online Environment
10:00 am to 10:50 am
Convention Center - Conference Rm 10
Conflict Framework in Online Education
Presenter(s): Rattapee Techawithayachinda, Arizona State University; Yi-Chun Hong, Arizona State University
In an online learning environment, students face challenges in either collaborating to learn or learning to collaborate. During the collaboration, individuals’ differences trigger disequilibration or discrepancies of team members. This disequilibration may lead to different kinds of conflicts which can either benefit or hinder learning. This paper proposes a framework to understand conflicts and demonstrates how each conflict type influences team dynamic and collective and individual performance in an online educational context.

An Integrated Model of Social Presence and Immediacy: Disentangling Foundational Theories for Teaching and Learning
Presenter(s): Anthony Saba, Boise State University; Patrick Lowenthal, Boise State University
Online researchers have a long history of failing to differentiate between social presence and immediacy. In this session, we will describe how this confusion began, we will differentiate between the two, and present a theoretical model that incorporates each theory and can be applied across various educational contexts and pedagogical approaches.

425. DDL: Social Presence in Online Environments
10:00 am to 10:50 am
Convention Center - Conference Rm 14
Keeping It Real: The Impacts of Video Interactions on Social Presence in Online Courses
Presenter(s): Angelica Pazurek, University of Minnesota
Contributor(s): Matti Koivula, University of Minnesota
This session explores ways to improve social presence in online courses through video interactions. Findings of a qualitative case study will be presented, which suggest that social presence can be enabled through the use of video in online settings by allowing for authenticity and familiarization between students. Strategies to increase social presence will be discussed, including examples of video-based interactive learning, with the hope to inspire designers to incorporate video interactions into their own courses.

The Social Presence Benefits of Synchronous, Interactive Video in Online Classes
Presenter(s): Miguel Ramlatchan, Old Dominion University; Candace L. Whitehurst, Old Dominion University
What are the benefits of interactive, two-way video and web conferencing in online classes in terms of social presence? This study compared four presentations, two were synchronous and were delivered in real-time and two were pre-recorded and delivered asynchronously. The results indicate the social presence benefits of real-time engagement, active learning, and suggests that instructors and instructional designers should consider the integration of synchronous activities in their online classes.

426. DELT: Gaming and Gamification
10:00 am to 10:50 am
Convention Center - Conference Rm 12
Moving from Gameplay to Learning: Exploring Learners’ Problem-Solving Behavior, in-game Performance and Transfer of Learning in a Digital Game-based Learning Environment
Presenter(s): Zhichun Liu, Florida State University
Digital game-based learning environment (DGBLE) is often designed to be a discovery learning environment. This study focuses on identifying learners’ problem-solving behavior demonstrated in a DGBL and investigating its relationship to learner’ in-game performance as well as the transfer of learning after playing the game. The results highlighted that gameplay behaviors significantly predict in-game performance while problem-solving behaviors significantly predict the learning transfer. However, in-game performance does not necessarily lead to learning transfer.

A Mixed Methods Study of Game-Based Strategies in a Health Insurance Onboarding Course
Presenter(s): WooRi Kim, Healthcare Service Corporation
Contributor(s): Nicole A. Buras, Health Care Service Corporation; Lauren Merrill, Health Care Service Corporation
Despite of a growing trend of game-based learning in workplace e-learning, limited research exists on the effectiveness and perceptions of game-based tenets in onboarding. This session employed a mixed methods study to examine learning outcomes and perceptions of a game-based e-learning course implemented to 121 new hires in a health insurance organization. The data was used to facilitate a lively and critical discussion.
around the application of game-based tenets in e-learning onboarding.

427. GSA: Know Your Options: Finding and Applying to Jobs in our Field
10:00 am to 10:50 am
Convention Center - Conference Rm 2
Presenter(s): Sheri Anderson Conklin, UNC Wilmington; Zixin Mao, Fordham University; Salih Cem Kumsal, NATO; Nicole Wang, Penn State University
Contributor(s): Farjahan Shawon, University of Idaho
This session offers an opportunity for graduate students to engage with established professionals in the field of Instructional Design from different sectors (faculty, staff, and professional). The 50 minutes panel discussion will involve discussions with panelists on different topics of career hunting to graduate students, such as how to prepare for your CV and tips on phone interviews.

428. INTL: Case Studies on the Role of ICT Development and Implementation in Education
10:00 am to 10:50 am
Convention Center - Conference Rm 4
Information Communication Technology (ICT) in Education for Underdeveloped Countries: A case study on Liberia
Presenter(s): Garmondyu D Whorway, Syracuse University
This Concurrent session presents ICT in Education in Liberia as a case study for ICT in Education in undeveloped countries. This presentation will focus on: (a) the Global efforts of ICT in Education impact in Africa (b) the role of ICT in education in Liberia education policies (b) integrating ICTs in Education in Liberia, Challenges, and prospects (c) recommendations for ICTs in education initiatives in undeveloped countries.

Promise and Reality: Using ICTs to Bridge China’s Rural–Urban Divide in Education
Presenter(s): Heng Luo, Central China Normal University
Contributor(s): Mingzhang Zuo, Central China Normal University; Jixin Wang, Central China Normal University
To gain a deeper understanding of how ICTs can promote equity and quality in China’s education system, this study employed the extended case method (ECM) to critically evaluate the longitudinal changes in four rural schools since the implementation of ICT initiatives in 2014. Research findings can contribute to the theory development in educational equity and social justice, and inform policy formulation to revamp rural education in China.

429. LDC Inspire! Design in the Open
10:00 am to 10:50 am
Convention Center - Conference Rm 7
Design in the Open | Professional Learning Strategies to Build your Professional Presence
Presenter(s): Jennifer Maddrell, Designers for Learning; Tonia A. Dousay, University of Idaho; Joshua Michael Rosenberg, University of Tennessee, Knoxville
Contributor(s): Leigh Graves Wolf, Arizona State University
Simply having the required credentials is not enough to land a job. The goal of this Inspire! session is to help participants take meaningful steps to cultivate their professional presence through an open reflexive process. Within this interactive session, participants will network and complete professional learning challenges aimed at getting out there, learning and working in the open, and finding ways to express your voice so that others can see and understand your work.

430. LED: Online Discussion
10:00 am to 10:50 am
Convention Center - Conference Rm 8
Research on the Impact of Students’ Critical Thinking on Online Discussion Behavior in the CSCL Environment
Presenter(s): Xinyi Wu, East China Normal University
This research essay mainly demonstrates what roles of students, with different critical thinking dispositions, play in the discussion; and what kind of critical thinking discourse features of different students can be reflected in the discussion. In order to argue these, this study with 47 university participants takes Role Taken as scaffold, chooses the Blackboard as the platform. In the CSCL environment, it promotes the development of student’s critical thinking within scaffold of discussion.

The Use of Digital Question Board to Facilitate Large Lecture Class
Presenter(s): Lili Zhang, Syracuse University; Jiaming Cheng, Syracuse University
Contributor(s): Jing Lei, Syracuse University; Qiu Wang, Syracuse University
To facilitate the question-posing and engagement of students in large lecture classes, researchers in this study created a digital question board (DQB) for students to freely pose questions, provide and receive
feedback using mobile technology, and further explored whether the anonymous feature moderated the effectiveness. Results indicate that most students favor the use of DQB and that the DQB significantly reduced students’ anxiety of posing questions in class. The influence of anonymity was not significant.

431. RTD: Game-based Learning A
10:00 am to 10:50 am
Convention Center - Pavilion 4

Digital game-based learning pedagogy in primary education: A systematic literature review
Presenter(s): Xiaojun Chen, St. John’s University
Contributor(s): Liping Sun, University of Lapland, Finland; Heli Ruokamo, University of Lapland, Finland

In primary education, the potential of digital games is recognized as an effective tool to support learning for students. In this systematic literature review, we try to investigate teachers’ pedagogical activities in digital game-based learning research setting. We will analyse 10 years of cumulative research (2008-2018) and expect to find out the effective pedagogical activities that used in the classroom, so that it is possible to facilitate teachers’ knowledge and skills in digital game-based environment.

The Impact of In-game tools on Students’ Learning Outcomes in a Game-based Learning Environment
Presenter(s): Mehmet Oren, Texas A&M University
Contributor(s): Susan Pedersen, Texas A&M University; Karen Butler-Purry, Texas A&M University

In this study, we investigate three types of in-game tools to improve learning and gaming experience of undergraduate students. In an educational video game, we developed three separate tools. These tools are a scaffolding tool for troubleshooting (Logic Flow tool), a tool for content-specific support (Help Assets), and a productivity tool to engage players (K-map tool). Our analysis results show that the in-game tools have a positive impact on students learning outcomes.

432. RTD: Learning in STEM A
10:00 am to 10:50 am
Convention Center - Pavilion 3

An examination of college students’ conceptions of learning computer science: A draw-a-picture method analysis
Presenter(s): Albert Dieter Ritzhaupt, University of Florida; Zhen Xu, University of Florida
Contributor(s): Karthikeyan Umapathy, University of North Florida; Ning Yang, XiaoZhuang University; Fengchun Tian, Nanjing Xiaozhuang University; Chin-Chung Tsai, National Taiwan Normal University

Computer science education in institutions of higher education has become an increasingly important issue with academic programs attempting to broaden participation and test novel instructional methods to improve outcomes. Yet we know little about how student conceive of learning computer science? This study tasked college students (N = 193) to draw a picture of their conceptions of learning computer science. These drawings were analyzed using qualitative procedures across seven broad categories and sub-categories.

Improving Computational Thinking Skills Through Coding Education in Grades 4-6
Presenter(s): Jordan Ellsworth, Brigham Young University
Contributor(s): Peter Jacob Rich, Brigham Young University; Garrett J Egan, Brigham Young University

While access to computing education has increased, our understanding of how computational thinking affects students’ logical reasoning and critical thinking skills is still nascent. In this study, we present findings on the impact of coding education on the cognitive development of 4345 upper elementary students (grades 4-6) as measured by the Computational Thinking test. We compare the results across gender, grade level, and Title 1 school status, and discuss the implications for computing education and STEM abilities.

433. TED Inspire! Inspiring Pre-service Teachers
10:00 am to 10:50 am
Convention Center - Conference Rm 9

Inspiring Pre-service Teachers with Digital Escape Rooms
Presenter(s): Kalianne Lund Neumann, Oklahoma State University; Younglong Kim, Oklahoma State University; Frances M Alvarado-Albertorio, Oklahoma State University
Contributor(s): Travis Hartfield, Oklahoma State University

Digital escape rooms can transform any lesson into an engaging learning environment. Digital escape rooms gamify learning and can be employed in a variety of educational settings (e.g., face-to-face, hybrid, online). Participants should bring a Internet-connected device connected to engage in a gamification-focused digital escape room before using simple yet proven strategies to collaboratively design and develop one. This session
434. TIL: Technology Integration  
10:00 am to 10:50 am  
Convention Center - Conference Rm 5  
Middle and High School Math Teachers’ TPACK and Technology Integration in the Classroom  
Presenter(s): Julia Hill, Boise State University; Lida J Uribe-Flórez, Boise State University  
Due to the increase in the availability of technology, K-12 teachers are working to learn how to use it to support student learning. We need to understand how teachers’ knowledge influence their technology integration. Findings of this mixed-methods study on secondary school math teachers’ TPACK and their strategies for technology integration will be presented. The discussion will include ideas to inspire PD for teachers that support pedagogical methods for technology integration.  

#TNT Technology Needs Training  
Presenter(s): Deborah Cheek, Clark County Schools  
Technology and training go together like love and marriage - you can’t have one with the other. Unfortunately, many times these items are not combined in the budget. In this session, participants will learn about a successful technology PD program at a Nevada High School. Participants will leave with a roadmap and the necessary tools to create their own, site-based technology PD plan.

435. AECT Invited Session-Overview of Connected Learning with Microsoft Teams  
11:00 am to 11:50 am  
Convention Center - Conference Rm 7  
Presenter(s): Dominic Williamson, Microsoft  
Microsoft Teams is the digital hub that brings conversations, content, assignments, and apps together in one place. Experience how academics like Dr. Kellermann (watch the video) have used Teams to increase student collaboration and create active student learning communities. You already own Microsoft Teams for Education as it’s free for all staff and students, if you don’t already have access ask your IT department. For this workshop bring your laptop, tablet and smartphone with the Teams app installed (https://teams.microsoft.com/download).

436. CLT Issues in Higher Education Contexts  
11:00 am to 11:50 am  
Convention Center - Conference Rm 1  
Exploring culturally diverse doctoral students  

This study investigates seven culturally and linguistically diverse doctoral students’ use of technology in their academic and social lives. Participants are pursuing PhD degree in an Instructional Systems Technology department at a Midwestern United States’ university, and are from Malesia, Belarus, Bangladesh, China, South Korea, Saudi Arabia, and Tunisia. Semi-structure interviews were the main source of data and analyzed using a qualitative content analysis technique to make valid and replicable inferences from verbal data.  

437. D&D: Enhancing Faculty Development in Higher Education  
11:00 am to 11:50 am  
Convention Center - Conference Rm 11  
Creating Opportunities for Accelerating ID Skills for Faculty Development Through Microlearning, Informal Learning, and OERs  
Presenter(s): Javier Leung, University of Missouri; Ahmed Lachheb, Indiana University School of Education  
Contributor(s): Victoria Abramenka-Lachheb, Indiana University School of Education; Grace Zhou, University of Missouri  
This practice proposal conceptualizes an instructional design training for faculty professional development using microlearning, informal learning, and open educational resources as strategies to fill the need for informal and formal professional development opportunities that align with online teaching competencies such as Quality Matters. This proposal identifies the current professional development choices for faculty development in OER repositories, disadvantages of current instructional materials found in these repositories, and advantages for adopting a conglomerate model using microlearning.
A Unique Faculty Training Model at the University of Iowa: A Best Practices Report
Presenter(s): Dan Dao, The University of Iowa; Amy Oberfoell, The University of Iowa
Contributor(s): Susan Bailey, The University of Iowa; Isandra Martinez-Marrero, The University of Iowa
Join Design4Online’s collaborative conversation! We will share our successful, research-based faculty training framework developed by the instructional designers at Distance and Online Education at the University of Iowa. We utilized the ADDIE Model for the program development. We will begin our presentation with a “Getting to Know You” warm-up activity followed by a mixed presentation reflecting our program and hand-on activities. We will end the presentation with open discussion activities.

438. D&D Inspire! Accessible Mindset
11:00 am to 11:50 am
Convention Center - Pavilion 6
Accessible Mindset
Presenter(s): Tara Bunag, Modesto Junior College
The Accessible Mindset workshop was designed to introduce university faculty to concepts of accessibility and to provide simple, immediately applicable adjustments they could make to improve the accessibility of materials in their courses. In this session, you will be actively engaged in some of the most successful hands-on activities used within the workshop. Leave with specific, practical activities you could introduce to faculty, staff, or students.

439. D&D: Instructional Designers' Perceptions of Cognitive Load
11:00 am to 11:50 am
Convention Center - Conference Rm 8
An Exploration of Contextual Factors Influencing Design Cycles and Cognitive Load
Presenter(s): Jill Stefaniak, University of Georgia; Justin Sents, Old Dominion University
While studies have been conducted to explore how instructional designers practice design in a variety of contexts, little research has been done to examine the relationship between specific contextual factors and instructional designers’ decision-making processes. This session presents the findings of a study exploring how contextual factors influenced practicing IDs abilities to make decisions and their cognitive load in a standardized scenario. Results and trends will be presented with recommendations for facilitating designer decision-making strategies.

Instructional Designers Perceptions of Online Course Quality and Cognitive Load
Presenter(s): Jennifer Richardson, Purdue University; Secil Caskurlu, Purdue University; Tadd S Farmer, Purdue University; Shamila Janakiraman, Purdue University; Marquetta I. Strait, Purdue University; Mohan Yang, Purdue University
Contributor(s): Hamdan Abdulaziz Alamri, Purdue University; Katherine Chartier, Purdue University
The goal of this presentation is to share results and implications from a multiple case study to explore instructional designers’ perceptions of quality course design and their use of cognitive load strategies as one approach. Using a pattern matching technique, instructional designers cite quality rubrics, empirical practices, and cognitive load strategies as important elements of quality course design. Results and implications for instructional design will be discussed. The intended audience is researchers and instructional designers.

440. DDL Inspire! Inspiring Online Course Design
11:00 am to 11:50 am
Convention Center - Conference Rm 14
Inspiring Online Course Design through a Visual Modeling System
Presenter(s): Kelly Ross, Cassandra Dawn Fluitt, University of Oklahoma
Contributor(s): Cat Jackson, University of Oklahoma; Learn how using a visual system can inspire online faculty to create dynamic and engaging courses for their students. The presentation includes a discussion of common challenges in designing online courses by both instructional designers and faculty. Presenters will provide case studies from their own experiences on how using this system inspires redesign and aids in communicating design flaws. Presentation participants will get a chance to receive a set and engage with the Learning Environment Modeling Language.

441. DDL: Online Course Design Strategies
11:00 am to 11:50 am
Convention Center - Conference Rm 10
Award-Winning Online Courses: Instructor Perspectives
Presenter(s): Swapna Kumar, University of Florida; Florence Martin, University of North Carolina Charlotte; Albert Dieter Ritzhaupt, University of Florida; Kiran Budhrani, University of North Carolina at Charlotte
With more faculty teaching online, institutions of higher education and professional organizations have instituted awards for online instructors to recognize exemplary
teaching practice. This research study interviewed eight award-winning instructors for their online course design practices. Major themes from interviews were a) authenticity and relevance to students’ contexts, b) the use of multimedia resources and digital learning tools, c) student creation of digital content, and d) assessment and reflection on student learning.

Customizing Online Course Quality: Lessons from a Large, Research 1 Institution
Presenter(s): Steven Nagel, The Ohio State University
Contributor(s): John Muir, The Ohio State University

Many higher education institutions strive to ensure the highest quality for their online courses; however, most frameworks to evaluate quality are derived from subscription-based resources. In this session, we describe our efforts at a large university to develop online course quality standards that meet diverse faculty, staff, and student needs. We will discuss the foundational literature for these standards and our goals to provide an authentic framework to adapt for use in other similar institutions.

443. GSA: How-to Answer Common Job Interview Questions
11:00 am to 11:50 am
Convention Center - Conference Rm 2
Presenter(s): Lucas Vasconcelos, University of South Carolina; Daisyyane Barreto, University of North Carolina Wilmington; Kalianne Lund Neumann, Oklahoma State University
Contributor(s): Kathy Essmiller, Oklahoma State Univ.

Are you soon to be on the job market? Not sure how to navigate the world of finding a job in academia? This session is dedicated to going over the most common interview questions in academia and how to answer them articulately. There will be a discussion by the panelists and a Q & A from the audience.

444. INTL Inspire! Mobile Computing & Educational Research
11:00 am to 11:50 am
Convention Center - Conference Rm 4

Mobile Computing & Educational Research: Learning from Research Using Wearable Technologies and Smart Phones
Presenter(s): Jin Mao, Wilkes University; Allan Hoi-kau Yuen, The University of Hong Kong

This session will focus on good practices and methodology considerations in conducting educational research that involves smart phones and wearable technologies, the ethics of data collection, data storage, data security, and the protection of human participants. The presenters will share resources and lessons learned, and analyze example data collection processes from research studies that involve wearable technologies in combination with smart phones. The participants should bring their smart phones to the session.

445. OTP: Augmented Reality and Problem Based Learning-A
11:00 am to 11:50 am
Convention Center - Conference Rm 13

Making Sense of Cultural Challenges Faced by Early Career Professionals
Presenter(s): Zixin Mao, Fordham University

If you manage early career professionals who experience challenges supervising their student workers, please join this conversation. It is possible that your staff may be experiencing an identity crisis: figuring out the extent to which they identify themselves with the management team vs. the student worker group. The purpose of this conversation is to identify opportunities to develop your staff so they can be more effective at managing their student workers.

446. RTD: Emerging Technologies
11:00 am to 11:50 am
Convention Center - Pavilion 4

Assessing the Effectiveness of an Intelligent Tool that Supports Targeted Teacher Responses to Student Ideas.
Presenter(s): James P Bywater, University of Virginia; Ginger S Watson, University of Virginia
Contributor(s): Jennifer L. Chiu, University of Virginia

Placing student ideas at the center of instructional decisions promotes equitable teaching. This paper reports on the implementation of an intelligent, natural language processing tool, the Teacher Responding Tool (TRT), designed and developed to support this practice by providing response recommendations to teachers.
to foster consistent, content-specific feedback based on student cognition. Results indicate that the TRT selected accurate recommendations and that the tool interface intuitively promoted thoughtful consideration of the recommendations by teachers.

A Voice Interactive System design for a particular user group: Lessons learned
Presenter(s): Fatih Demir, Northern Illinois University
Contributor(s): Maureen Brehm, Northern Illinois University

In this research, we have developed a voice interactive system through Instructional design processes, using user experience research design methods and design principles. The prototype has been tested with the target users and evaluated. We will present the design effort by providing hands-on experience for those who would like to design a voice interactive project for particular user groups such as students and education professionals.

447. RTD: Immersive Learning Environments B
11:00 am to 11:50 am
Convention Center - Pavilion 3

STF in Higher Learning: Exploring Options for Shaping Immersive Experiences Across AR/VR Curricula
Presenter(s): Patricia Steele, University of Phoenix; Cheryl Burleigh, University of Phoenix; Margaret Kroposki, University of Phoenix College of Doctoral Studies
Contributor(s): Liston Bailey, University of Phoenix

Higher education virtual courses (VR/AR) emphasize learning outcomes based on goals and objectives of the course. However, in planning course assessment, pedagogical approaches for creating learning experiences can be void of a sound conceptual framework. To examine opportunities for higher order thinking in visual contexts, this study explored selected Artificial Intelligence (AI) universities’ virtual courses and the potential for creative and cognitive skills derived from VR/AR educational experiences as described in Studio Thinking Framework (STF).

The Impact of Virtual Reality and Video-Based Meditation on College Students’ Test Performance
Presenter(s): Regina Kaplan-Rakowski, University of North Texas

Meditation is claimed to improve various aspects of life, including health, attention, thinking, and learning. The purpose of this empirical, quantitative, within and between subject study was twofold. First, it was to test whether meditation can positively affect college students’ test performance. Further, it explored which medium, virtual reality or video, delivers meditation more effectively, as measured through the students’ performance test scores.

448. TED: Examining Teacher Comfort to Integrate Technology-A
11:00 am to 11:50 am
Convention Center - Conference Rm 9

Technology Integration Self-efficacy for 21st-century Pedagogical Practices: An Investigation Among Urban Teachers
Presenter(s): Frank Gomez, Boise State University; Jesus Trespalacios, Boise State University

Teachers are asked to design personalized learning experiences for students rather than the *one size fits all* traditional approach. Technology integration, in conjunction with 21st-century pedagogy, supports this shift. Yet, this begs the question: How do we know if teachers are confident in their current abilities to integrate technology? Accordingly, using a survey instrument developed in alignment to the ISTE Standards for Educators (2017), this study examines K-12 educators’ confidence level (self-efficacy) to integrate technology.

449. TIL Inspire! Alexa and Hand scans and Netflix
11:00 am to 11:50 am
Convention Center - Conference Rm 5

Alexa and Hand scans and Netflix, Oh My! Student Data Privacy and Educational Technology
Presenter(s): Kathleen Mansfield, Comal Independent School District & Sam Houston State University

Educators constantly adopt innovative technology trends to enhance classroom instruction. By inviting Alexa into learning spaces, are students’ privacy rights violated? It’s often difficult to tell the difference between innovative, convenient, and legal. This interactive session guides attendees to assess the use of new instructional technology resources. Led by a K12 Instructional Technology Coach and Instructional Systems Design and Technology doctoral student, attendees collaborate, investigate sources, and leave inspired to protect student privacy.
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